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ABSTRACT

This practicum addressed the need to provide a plan of activities designed to enable primary students to develop and use selective and critical televiewing skills in both the school and home. Goals of the practicum were: (1) to show a growth in the knowledge of selective and critical televiewing skills, and in the application of those skills; (2) to increase the amount of teachers' and students' involvement in creating and producing special purpose productions; (3) to implement televiewing strategies in the classroom setting; and (4) to increase parent awareness concerning the role of television in the home. (PCB)

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Development and Implementation of Strategies To Enhance Televiewing Habits of Primary School Children

by

Elizabeth A. Dohrn

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N O V A U N I V E R S I T Y

Development and Implementation of Strategies To Enhance Televiewing Habits of Primary School Children

by

Elizabeth A. Dohrn
Cluster XVII

A Practicum Report Presented to the Ed. D. Program
in Early Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University
1987

1987

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ABSTRACT

Development and Implementation of Strategies To Enhance Televiewing Habits of Primary School Children.
Dohrn, Elizabeth A., 1987;
Practicum Report II, Nova University Ed. D. Program in Early Childhood.
Descriptors: Elementary education/television viewing/ videotaping/critical viewing skills/creative productions/ supervision/learning activities/parent responsibility/ teacher responsibility/violence/values/workshops/ACT/ decision-making.

This practicum addressed the need to provide a plan of activities to enable primary students to develop and use selective and critical televiewing skills in both the school and home environment. Lack of teacher preparation in the area of critical viewing skills, as well as operation of video equipment; and the belief that televiewing habits/skills are products of the home environment and not a "basic" function of the academic environment all have combined to create the lack of televiewing strategies in primary school children at the target school.

The writer's goals were: 1. to show a growth in the knowledge of selective/critical televiewing skills; 2. to show a growth in the application of selective/critical televiewing skills by assessing the content of television programming; 3. to increase the amount of the teachers' and students' involvement in creating and producing special purpose productions; 4. to implement televiewing strategies in the classroom setting; 5. and to increase parent awareness concerning the role of television in the home. In addressing these goals, the writer chose to employ several solutions to overcome the causes of the problem. The selected strategies dealt with teachers, students, parents, volunteers, aides, and writer involvement.

All five of the writer's goals were achieved. Results for the first goal were evidenced by a 54% overall growth rate in the increase of knowledge of selective/critical viewing skills. The second goal requiring application of these skills, also resulteed in an average increment of 50%. Goal number three, requiring teacher involvement succeeded with complete cooperation from the target teachers. Finally, success of the fifth goal was demonstrated by a 78% increase in parental awareness in regards to the role of television in the home.

CHAPTER I

INTRODUCTION

Background Information

The setting for this practicum is one of 29 elementary schools in a fast-growing school district in the southeastern region of the United States. There are currently 1,050 students ranging from kindergarten through fifth grade. Of this population, approximately 25 percent are minorities, 75 percent are bused and 33 percent qualify for free and reduced lunch (Target Elementary School, personal communication with office, Feb., 1987).

The target school's philosophy deals with the organization and refinement of basic skills areas, as well as development of values, application of skills to real-life situations, and a variety of enrichment activities. The school achieves these goals through implementation of many innovative programs, such as an in-school department store, a school-wide postal program and banking system using school-earned money, a school magazine, and a cafeteria with a restaurant-like atmosphere.

During the 1986-87 school year, the target school, a large and constantly expanding elememtary school with a diversified staff, continued to offer a variety of support

services:

38 classroom teachers	3.5 office personnel
1 art teacher	25.5 aides
1 music teacher	14 custodians
1.5 P. E. teachers	17 food service personnel
2 Chapter I teachers	1 speech/language clinician
1 bilingual tutor	2 Resource Specific Learning Disability teachers
1 psychologist	1.5 Major Work Area/Gifted teachers
1 visiting teacher	
1 nurse	
1 PrEP Specialist	
1 Principal	
1 Assistant Principal	

These support services are an important part of the school's constant quest for excellence. Inherent in this goal is the continual pursuit for professional growth on both the administrative and instructional level. This is reflected in the variety of degrees held during this time: 24 Bachelor Degrees, 25 Master Degrees, one Specialist and one Doctoral Degree. A further reflection of this goal is demonstrated by the number of teachers who are continuing to pursue advanced degrees during the 1986-87 school year. Included among these degrees are: six Master Degrees, one Specialist Degree and four Doctoral Degrees (Target Elementary School, personal communication with office and instructional staff, February, 1987).

The target school has an Advisory Committee consisting of 21 members selected by the principal, who volunteer their time. Some of their duties include participating in the decision-making process by advising and assisting with educational programs and budget resources, defining goals and evaluating the effectiveness of the school's academics. Along with the Advisory Committee, there are 82 parent and

senior citizen volunteers who volunteer their time to assist students and teachers. Each year these volunteers are involved in fund raising projects, which in turn benefit the students and teachers in their academic endeavors. During the 1985-86 school year, volunteers gave more than 4,700 hours of their time, assisting students and teachers in a variety of activities (Target Elementary School, personal communication with office staff, Nov., 1986).

Despite repeated redistricting procedures to even out student population in the community's schools, the target elementary school has continued to expand. An ever-increasing community population, along with over 200 parent requests for reassignments to the target elementary school continue to raise enrollment numbers. It has been the writer's experience that student numbers significantly increase two times during the year -- at the beginning of the school year and during January.

Community Information

The target city is located on the Gulf side of a rapidly growing state in southeastern United States. A middle-income community, the target city is made up of small businesses, a growing professional populace and a large tourist population count rose from 38,898 (University of South Florida, Bureau of Economic and Business Research, 1983) to 43,016 in 1984, with a median income of $17,202 (Information Services Department, Lee County,

Florida, 1984).

From 1978-80, the community's fastest growing population was in the 0-4 age bracket -- with a growth rate of 68.2 percent (Communication with County's Statistics Department, 1985). The availability of childcare facilities also continued to grow with fifteen public and private facilities presently listed; this number does not include independent, at-home operations (City Directory, 1986).

Writer's Roles and Responsibilities

The writer, a teacher of the gifted and a parent of a seven and a twelve year old, serves kindergarten through fifth grade students in a pull-out program, one day a week for each grade level. Certification in English, Reading, Elementary and Gifted Education, as well as a background in Early Childhood Education, all have aided the writer in dealing with the wide array of skills needed to perform her job. Inherent in this position have been meetings with parents of students, attendance at staffings when requested, meetings with grade-level teachers to check on students' activities, discussions concerning identification and staffing procedures for potentially gifted students, curriculum writing, and, for the 1986-87 school year, Chairperson for the County's Gifted Education Program. In addition to the daily operation of the target school's Gifted Program, the writer also has developed a

set of enrichment activity cards for potentially gifted students at the kindergarten level, designed for use in the regular classroom; has worked with students on media festivals; and has directed science fair projects for gifted students at the target elementary school. During the 1986-87 school year, was part of a committee to update, revise, and discuss curriculum, identification procedures, and a variety of other concerns related to Gifted Education.

In an endeavor to become more thoroughly involved in other types of enrichment and/or awareness programs operating in the target elementary school and community, the writer has served in various educational capacities. Among these are environmental representative, 1983-84; equity representative, 1984-85; and a member of the school's publication committee since 1985.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

With the ever-increasing size of the target elementary school and the stress on "excellence" in the basics, students and teachers have been left with very little time to develop or implement strategies dealing with "extra" skills, such as televiewing. Complicating this is the attitude, held by many educators and much of society, that television is part of the home environment and consequently a responsibility of the parent. As a result, many teachers have not been trained and thus feel ill-prepared to deal with "fringe" skills such as televiewing.

While ITV programs are used by most of the teachers in the target elementary, some are thought of as "self-teaching" and not addressed by the classroom teachers. In other instances, ITV programs are used as "fill-in" activities, accompanying a previously covered skill, usually in the "basics". Due to time limitations, these "fill-in" activities often receive little if any, extra time for discussion or review, defeating their very purpose. (Discussions with teachers at Target Elementary, 1985-86).

Compounding the time factor further is the emphasis, at the target elementary, placed on real-life situations dealing with academic or "basic skills" areas of the educational program. These activities, such as a banking system and post office, reinforce English and math skills, as well as develop skills found on the state assessment test. Thus they are readily measurable and provide educators with a sense of accountability. Because these skills are considered part of the educator's responsibility, time for developing enrichment activities in these "basic skills" areas has become not only the accepted, but expected procedure.

For the last two years, emphasis for the application of these "basic skills" enrichment activities primarily has fallen on the fourth and fifth grades, and to a lesser extent, the third grade. However, emphasis for the 1986-87 school year has been placed at both the second and third grade level, necessitating extra time to plan and implement. More pressure for early academic success has been placed with these teachers. (Interviews with randomly selected teachers at the Target Elementary, 1986).

For those teachers who have tried to become actively involved in viewing activities or have desired "hands-on" experience with videotaping, two other factors have compounded the problem. The first factor involved stems from the lack of availability of only one video camera. This aspect of the problem is complicated due to the "portability"

of the video system. The camera and VCR are ten years old and must be used along with a cumbersome set of cables and large black and white TV set -- giving pause to even the most dedicated of users.

The second factor which has compounded the problem originates from a lack of experience with video equipment and videotaping procedures. Several second grade teachers and two Teachers of the Gifted from other schools, expressed to the writer, an interest in implementing activities which would enable students to become active learners and develop good televiewing habits. In accordance with this, they expressed a desire to develop students' creativity and to help them learn from actual programs aired in the school. However, due to time limitations and lack of background knowledge and/or experience, these teachers have hesitated to use what time they have during the class day to develop enrichment activities, other than in th "basics". Two prevailing concerns, fear of failure and the lack of experience in activities where knowledge of a certain technical nature is needed, have been sited often as obstacles in reaching their goals. (Random interviews with teachers, 1986).

Primary school children, at the target elementary school, lacked televiewing strategies which would enable them to be selective and critical in the viewing and evaluation of program content dealt with in the school and at home.

Problem Documentation

While the "basic skills" of writing and math are developed through the school's post office and bank, the writer, as a Teacher of the Gifted, found storywriting of primary (second and third grade students) in the Gifted Program to be sometimes unimaginative, frequently violent or agressive (especially examples from boys), and remarkably similar to cartoon and other television or videotape programs. When working with groups on script writing and videotaping programs, the writer again found that students seemed to rely heavily on examples from TV or video programs. The key factor, present in most of the examples, revolved around "action" -- not plot or character information.

Listening to and talking with students in the Gifted Program provided the writer with opportunities to note repeated references to programs being watched by students, which were violent or aggressive in nature. Students claimed to have watched many programs during the school week, with schedules of TV viewing varying from early morning cartoons to late night viewing -- often as late as 9:30 or 10:00 P.M. (Discussions with random second and third grade students in the Gifted Program, 1985-86). While these students often were in other activities such as Girl Scouts and soccer, and most seemed to read a fair amount of the time, the comments sounded similar to information being received from other

primary-aged children in the regular classroom (Informal discussions with randomly selected teachers, 1986).

An informal oral poll taken of second and third grade gifted students reinforced information received from group discussions and random interviews. The majority (over two-thirds of 42 students) said that they watched almost anything that came on television; watched a lot of cartoon shows, many being very aggressive; liked shows that were funny, had a lot of action, and were exciting. The majority expressed the opinion that they could and did watch almost anything. They reported watching television before the bus came; as soon as they got home, and while they ate dinner - some moving in front of the TV to eat, others moving the TV to where they eat.

Discussions with randomly selected parents resulted in similar findings. Most of these parents expressed concern over their children's viewing habits. Interest in developing selective/critical televiewing habits and skills in their child was of prime importance (Communication with randomly selected parents, 1986).

Additional discussions with second grade teachers at the target elementary evidenced a tendency to use certain videotapes yearly. They expressed a feeling of security. Knowing the subject matter being presented was important. However, this did not lead always to feelings of comfort when developing strategies for watching and discussing these videotapes (Random communications

with second grade teachers, 1986).

Discussions with the Media Specialist also supported observations by the writer and remarks from teachers concerning a hesitancy to use video equipment. While only one camera has been available, only a few regular classroom teachers in the target school have ever used it. Even in these few instances, the Media Specialist or her aide did the actual videotaping (Communication with the Media Specialist, and personal observations, 1985-86).

Requests by several second grade teachers and two Teachers of the Gifted, based in other schools, to help with videotaping to design and present videotaped programs dealing with specific topics or units of study, further emphasized the desired need by teachers to have a plan of strategies and/or activities to enable students to become more directly involved in learning, to acknowledge the relevance of television in children's lives and deal with a "real-life" situation of another kind (Discussions with randomly selected teachers).

Causative Analysis

There were several probable causes involved in this problem. The writer has divided these causes into general areas dealing with the classroom environment, traditional roles of home and school, and teacher characteristics.

In viewing classroom environment as a probable cause, one must look at curriculum and time management as estensions of the problem. A great part of the day

is spent in the primary classroom on basic skills of reading, writing and mathematics. With all three of these areas, certain techniques have been employed and standards taught and tested. These, for the most part, have been dictated by the policy-making decisions on a county level. Within the last five years, decisions have been made regarding skills targeted by each school in the county. Improving math and writing skills have been and continue to be the designated areas at the target elementary school. To this end, the target school has included several enrichment activities, such as postal and a banking system, to propel the teaching and mastery of the designated need areas in math and writing. Computer training and computer usage in each classroom has also been added to the curriculum.

While these activities are supposed to be woven into the general classroom curriculum and activities, to initiate and carry through scuh programs entails a great amount of time-management on the part of the teacher, especially at the primary level. Added to this already limited amount of instructional time has been the recent development of a new science program with emphasis on "hands-on" activities. Once these programs have been initiated, monitoring of and help provided in some circumstances has been too little or too slow in coming. With all these objectives being structured for the classroom, little time for activities normally thought of as "frivolous"

or "extra" in nature is left (Communication with randomly selected teachers, 1985-86).

The second cause has stemmed from the "traditional" idea of the role of the home versus the role of the school. With a nationwide alarm centering on low S. A. T. scores, and students graduating functionally illiterate, schools were placed under fire. Students, parents and teachers have found themselves in a shift stressing a "back to basics" curriculum. Much discussion and some confusion has ensued, in some instances, cutting out or at least to some extent curtailing extras such as art or music in the elementary curriculum. As a result, more effort has been placed on "time-on-task" behaviors. Efficiency of instruction and measurable objectives has become a push for excellence -- with enrichment activities revolving around the basics.

Traditionally, home has been the teacher of values, the guardian of the child, the support. However, with the advent of technology, society has changed. More parents are working or involved in outside activites. Many children leave after and arrive home before their parents. Relatives and grandparents do not live close at hand. And, with the advent of technology, less time is spent in the performance of chores and more in leisure activities (Communication with students). More and more expectations have been placed on the school as the guardian and teacher of the child. There has developed

a fine line between the home and school as the moral educator in some instances.

Television has grown in popularity in both home and school usage. In 1950, the Nielson Company reported that the average TV set ran in the home four hours and thirty-five minutes each day, and by 1984 that total had risen to seven hours, two minutes daily (Trelease, 1982). Teachers use ITV programs in the classroom as review, introduction, etc. In the home, it has become at times, a convenient babysitter, a common meeting place. Few homes are without a television and many have at least one VCR unit (Communication with teachers, students, and randomly selected parents, 1986). Television is a predominant force, a part of the lifestyle both in and out of the school and the home, but has not been addressed due to the stress placed on the school to develop a strong curriculum dealing with the "basics". Televiewing skills, not being part of the traditional, are not yet viewed as a necessity, but more as "extras", which fall under the dictates of the home. Parents, due to increasing demands placed on them, have left the education and often value training under the direction of the schools. With television not viewed as a subject or a value system, but simply as a form of entertainment they do not question its importance. In a fast-moving world full of competition, immediate needs, busy schedules and a demand for excellence in basics, the impact of television has been overlooked.

The third cause revolves around the teacher. Included in teacher characteristics are training or knowledge, experience and responsiveness. All play an important part in classroom environment and the role of the school at home.

While most teachers employ ITV Programs to some extent in the classroom, most of the teachers possess little knowledge about how television is made or TV/video equipment. This is due, in part, to the lack of training availability to the elementary teacher. Training has not been provided in general education courses in the colleges, and the school system has not provided inservice for this area as it has in the area of computer technology. With the availability of only one television camera and little if any real knowledge or training in the use of video techniques, most of the teachers continue to be hesitant and fail to employ it as a teaching tool in the classroom.

A second area concerned the lack of knowledge or experience in dealing with televiewing habits of the student. Some teachers view this mainly as a "home" concern and are unsure of how to deal with it. Others are unsure of activities to use and how to work this in with the classroom program, as well as, how to provide a method of carry-over into the home (Communication wit randomly selected teachers, 1986).

While in the past, some teachers have shown responsiveness to the concept of dealing with televiewing skills,

the actual management and carry through are somewhat of a problem. This, for the most part, continues to be a reflection of other pressures. The need to deal with new additions to their curriculum presentations and constant efforts at time management have been real barriers to practical application. With classes to hold for the schools over 1,000 students, the availability of the Media Specialist also has been a particular problem. Helping teachers with video techniques or developing individual televiewing habits for each ITV Program shown in the school is not feasible on a regular basis, not only due to the size of the school population, but also due to the scheduling of instructional time for most of the grade levels.

Therefore, while some teachers may realize the importance of dealing with television as a real force at home and in the classroom, in practice, it loses its impact. Most questions asked by teachers about specific ITV Programs are usually superficial in nature and pertain more to a factual nature due to the type of programs used, the time limitations encountered, and the amount of experience or training in televiewing skills possessed by the teacher. Quality questions and activities in the area of televiewing habits/skills therefore have been a real problem for the classroom teacher.

In summary, causal factors relating to this problem have been found at the classroom environment level, the

home and school interrelationship level, and the teacher level. All interrelating to create the problem in its entirety.

Relationship of the Problem to the Literature

In reviewing the literature, the writer discovered that most studies deal with the effects of the content of television programs and the amount and quality of viewing time on the child in respect to television's role in society, the home and in education. All were, however, interrelated and not individually distinct areas.

According to Russell (1974), while the average student attends school 980 hours a year, he/she views 1,340 hours of television during the same span of time. More frightening however, is the fact that by the time the student graduates from high school, he/she will have spent 15,000 hours watching TV -- more time than anything else except sleeping. During the 15,000 hours of TV watching, the average student will see about 350,000 commercials and 18,000 murders (Wilt, 1979).

These findings are reinforced by Bennett (1986) who, in his report on the state of elementary education in America, viewed the electronics media as a challenge to parents -- making it harder to gain their child's attention. His concern stemmed from research indicating that the average child between six and eleven years of age spends approximately one-third of non-school hours or 25 hours per week watching TV. During this time, children

support these findings and add a bit more to the problem. According to Nielsen surveys nearly three million children from six to eleven years of age are still watching television between the hours of 10:00 and 11:00 P.M. -- about 380,000 of these past midnight.

Previous to the twentieth century, the printed word was the most powerful influence with which religion, family, and education had to compete. After 500 years of dealing with the printed word, and developing skills in the young to be critical readers, protecting themselves against bias, propaganda, and distortions, a new form of communication must be dealt with by these same institutions. Only with television are observations of behavior and response to messages immediate, despite being sometimes thousands of miles away - presenting society and its institutions with a powerful new influence (Raffa, 1983).

Between 1946 and 1973, this powerful new influence quickly materialized and grew. Television went from a nonexistent luxury in most homes in 1946, to a fact of life in 1973, with 99 percent of homes owning a set (Liebert and Sprankiin, 1977, as cited in Honig, 1983). Within this framework, television has become a competition for a child's time and attention (Shannon and Fernie, 1985), being cited as the not-silent companion and teacher of the child in today's world (Honig, 1983). Studies show that children spend more time per week watching TV than such

have witnessed murders, bombings, smugglings, assaults, beatings and tortures.

Trelease (1982) found high instances of distortion on TV. Murder is 200 times more prevalent on TV than in real life. TV characters don't wear sear belts, yet aren't seriously injured in car crashes, etc. These factors provide children with an unreal view of the world and sometimes cause a negative impact on the young child and family life.

After intensive interviews with students, Merrow (1985) estimated that young people today, between the ages of six and eleven, watch an average of 27 hours of television during the week. This is the equivalent of a child spending two months of the year sitting in front of a television. During this time, Merrow found students to be mostly unsupervised in what was watched and viewing time to be a "passive" activity -- not questioning what was being watched. Television, according to Merrow, has become and is presently a fact of children's lives and must be dealt with by educators ad well as parents.

Honig (1983) and Packard (1983) echoed similar findings. Honig found that young children watch approximately 22,000 hours of television before the age of 18 -- with first graders watching three hours per day. Another study conducted by Honig evidences one-fourth of the fifth grade population watching television as late as 11:30 P.M. on a school day. Packard's (1983) findings

activities as reading and sports, and, in some instances, more time than they spend in school (Baier, 1982). Television has become an available babysitter, friend and replacement for such activities as skipping rope, bouncing balls, and other physical as well as intellectual activities (Honig, 1983).

In 1974, society, especially teachers, responded more positively to a child reading than watching television, feeling that by reading the student had mastered a useful, as well as necessary skill and could probably in turn write. In addition, reading matter was viewed by society as more important for the student than what was on TV. Many people felt that the written word could do no wrong, so three hours in an unspecified book was better than three hours of unspecified time in front of television. Television generally has been seen as absorbing, entertaining, but not really worthwhile -- not something to be passed on to one's children (Russell, 1974).

As times change, so have ideas -- usually. However, according to Neil Postman (cited in Honig, 1983), people who read conceptualize at a higher level of abstraction and television viewing needs no skills and does not develop any either. Print literacy is still seen as an accomplishment providing information and gleaning psychological benefits, while watching television is seen as a method of amusement and immediate gratification on the emotional level (Honig, 1985).

Winn (1985) believes the television experience itself and not just the content to be the real danger. She purports that the television experience perpetuates a child's dependency and limits one's capacity for self-direction. The television experience is negated as it is not seen as a method of furthering verbal development, since it requires only passive intake and does not lead to discoveries of their own strengths and weakness as involvement in real-life activities do. Winn further believes that demanding better programming only causes more problems by adding to televiewing time. She considers this to be a reflection of parents' needs to find a source of amusement for the children and quiet time for themselves. These programs are viewed as passive televiewing time under the pretext of being "educational".

However, Packard (1983) and Merrow (1983), among others have been as negative in viewing televiewing as a problem. Packard considers television as a major part of the world, but feels a lack of guidance and unsupervised access to television to be the key to a critical problem. Merrow agrees that television is a fact of children's lives, a common language and a collector of our experiences and feels the schools and homes are not dealing with it. In doing a survey of young people, Merrow found that three-quarters of them owned a television set of their own, and every household had two and some as many as five sets, with at least one on continually.

Students further reported that no one really "chose" the station -- they just watched whatever was on. While parents were there in the same room, they weren't really "there" or together. "Repetitive" and "boring" were terms used about programs watched, and feelings of frustration, anger and tiredness were conjured up in relation to televiewing experiences (Merrow, 1983).

The content of television has been criticized due to the lack of artistic merit and effects on viewers. In this context, programs are seen as unrealistic, common and emotional, where characters treat unimportant concerns the same as important ones -- in a superficial manner (Shannon and Fernie, 1985). The effects of these programs have been studied as to educational and moral importance. However, critics simply have dismissed television to be, among other things, attention-centered, non-analytical, contempous of authority, non-punitive and discontinuous in content (Postman, 1979 as cited in Shannon and Fernie, 1985).

Packard (1983) however, listed some concerns for parents and schools regarding unsupervised access to television. He warns of: 1. television turning children into materialistic cynics, distrusting adults; 2. heavy viewing making children passive and less imaginative; and 3. children showing frequent signs of being restless or tired with heavy TV viewing.

Honig (1983) also has pinpointed some concerns dealing with heavy and unsupervised televiewing habits. She points

to observations of childcare workers and teachers remarking on the force of television shows invading the classroom. Actions, fears and horrors from these shows are depicted in artwork and dramatic play; children are imitating television show characters and not inventing plots of their own in play activities.

Honig (1983) has broken down televiewing and child development into five areas of concern. Briefly these aspects of a child's functioning in relation to TV are:

1. Passive vs. active learning - children need to interact for full emotional value, most of television is passive viewing and not active participation.

2. Lowered attention span due to quick shifts in scene and character change of most programs - programs are geared toward entertainment and not enhancing learning or persistent in-depth involvement with ideas.

3. TV violence on children's aggression - more than 98 percent of all cartoon programs contain violent episodes and frequency of violence in programs for children is six times greater than in adult programs (Gerbner, 1972, as cited in Honig).

4. The effect of television characters on sex-role stereotyping among children - 67 percent of the characters are male and 33 percent female, with about half of the most popular children's programs absent of female characters. Almost all evil characters were male, with males shown as being aggressive or constructive and females deferent.

5. The effects of some television programs using a greater amount of prosocial behavior (Honig, 1983).

In conclusion, the problem of television's effect on young people is far-reaching and complex in nature. With the world becoming more technical and the issue of moral and educational efforts crossing previously delineated barriers, parents, schools and society must face TV's importance to a new generation of viewers. Television is seen as in competition with a child's homework, active play and attention from parents in a one-on-one manner; however, most parents do not want to "pull the plug" and most experts don't suggest it. Parents are busy and use TV as a babysitter sometimes, but are concerned about critical viewing (Wolfe, 1986). Unsupervised and unlimited viewing are seen as recurrent themes throughout the research. Cable programming and video cassette players are creating broader choices, but also increasing viewing times (Wolfe, 1986). Options available to children have become much wider in the area of videos, interactive learning games (Video Review, 1987), and new programs being dircted specifically toward the young child and teenagers. Competition for this market has become fierce (Farber, Mar., 1987).

Merrow (1983) believes schools limit themselves to programmed television which, he feels, falls short of tapping children's creative energy and desire to learn. He challenges schools to rethink their use of television in the classrooms. The schools stuck in the "traditional" mode find it hard to equate the importance of printed

media with televiewing, finding it easier to develop skills or critical reading than teach students critical viewing skills -- since television, until recently, has been cast in a negative or unimportant light in reference to education.

Raffa (1983) mentioned research has shown that television violence can contribute to violent behavior in children, but not whether, or how, television may contribute to the development of norms of right and wrong. The question comes down to how we can make children mindful on a regular basis of viewing program content as they have been while reading and writing. Also, how we can help them to value information presented, in addition to recognizing the informational benefits of understanding the media's message, so they will employ more mental effort (Shannon and Fernie, 1985).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

This practicum was designed to provide a plan of activities to enable primary students to develop and use selective and critical televiewing skills in both the school and home environment. The writer established the following set of criteria to determine whether the practicum was a success. The target second and third grade students needed to: become more knowledgeable about the positive and negative aspects of television; develop active viewing skills, critically assessing, questioning and discussing the content of television programming; and utilize television as a motivator and supporter of classroom instruction by becoming actively involved in a series of hands-on activities, designated to increase creative and active learning. In conjunction with these expectations, all four of the targeted second grade teachers, and the three targeted Teachers of the Gifted were anticipated to exhibit a growth in the frequency and quality of implementation of strategies dealing with selective or critical televiewing habits. Finally, parents of the targeted students were expected to increase their awareness of the role of television in the home and spread

this interest to others in the community.

Behavioral Expectations

The following goals were projected for this practicum:

1. At least 50% of the 155 targeted students will show a growth in the knowledge of selective/critical televiewing skills.

2. Over 40% of the 155 targeted students will show a growth in the application of selective/critical televiewing skills by assessing the content of television programming.

3. Over 40% of the 155 targeted students and seven targeted teachers will increase their skill of creating and producing special purpose televiewing productions designed to develop active televiewing habits.

4. All four targeted classroom teachers and three targeted Teachers of the Gifted will implement selective televiewing strategies and provide an increase in practice for students using critical/selective viewing skills in the classroom.

5. At least 50% of the parents involved will increase their awareness of the role of television in the home.

Evaluation Instruments

Since the first goal was to show student growth in the knowledge of selective/critical televiewing habits and skills, it was necessary to determine the level of knowledge existing at the beginning of implementation. A pre survey format (Appendix A) was used to determine a baseline. After engaging target students in a variety of strategies, a slightly altered format for the post survey

(Appendix B) was used. Information from the pre and post surveys were analyzed to ascertain whether a growth in televiewing habits/skills had actually taken place. While the format to the surveys differed slightly, the statements were basically the same, and the writer felt the variation would perhaps assure a more thorough reading and evaluation of ideas. Therefore, the writer felt the change in formats to be justified.

After evaluating the information from the pre survey, a series of meetings with the target teachers were held. These discussions were used not only to impart information about strategies, but also as feedback for evaluation of the second goal. Observations of classroom televiewing activities, as well as discussions with target teachers helped to confirm whether students were attempting to assess the content of television programming within the classroom, as well as at home. Results from a Pre and Post Attitude Survey (Appendix C), detailing preferences in television programming, and from Viewing Logs (Appendix D), kept by students and co-signed by parents, were used to analyze and evaluate students' application of selective/critical televiewing skills. These evaluation tools used throughout the implementation kept the writer informed, but also provided an opportunity for reinforcement to the targeted students, parents and teachers.

Because televiewing skills are not limited to only the home environment, the writer felt the proper use of Instructional TV (ITV), within the classroom, to be of prime importance. Through questioning and discussion, concepts; values; inaccuracies; etc. can be explored. For this reason, a Teacher Log of Activities (Appendix E) was implemented to record the frequency and type of televiewing strategies being experienced in the classroom. Information received from these activities, as well as interviews with teachers and randomly selected students were used to confirm observations made by the writer. All of these methods were used to analyze and evaluate the fourth goal -- that of the teacher as a leader. The teacher's attempts to implement selective televiewing strategies and provide practice for using critical viewing skills within the educational framework were the focal point of the assessment.

Throughout the implementation period, the target teachers' cooperation and leadership was evaluated in a variety of ways. This was also true of the target students' involvement in increasing critical televiewing skills and becoming an active, not passive viewer.

The fifth and final goal, dealt with parents of the targeted students. To assess whether the parents were more aware of the role of television in the home, pre and post surveys (Appendices F and G) questions were provided to randomly selected parents. Along with this, interviews of randomly selected parents, as well as, infor-

For the third goal, several of the previous methods were used for assessment. In order to evaluate the increase of skill shown in the creation and production of special purpose televiewing (video) programs, three instruments were employed. Observations of hands-on programming activities, and teacher interviews were used to decide whether an increase or change in frequency or quality of activities, by both targeted students and teachers, had been experienced. The third method used to evaluate a change, focused on the productions themselves -- the actual making and sharing of video productions. Previous student/teacher experience, amount of time allotted, quality of the working facility, and quality of equipment available -- all needed to be taken into consideration to evaluate the success involved in the actual video production. The video productions were evaluated as to quality and usefulness of the product. The viewing audience, compiled of the targeted teachers and students and a random assortment of other teachers and classrooms, were used for evaluation purposes. (Because the writer felt that the active involvement provided students with a sense of control, the skill in video productions was considered a prime factor in the evaluation). Results from all three methods were analyzed for an increase in skill level, exhibition of active involvement in and awareness of television habits and programming.

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Through questioning and discussion procedures, concepts, values, inaccuracies, etc. can be explored. For this reason, a Teacher Log of Activities (Appendix E) was implemented to record the frequency and type of televiewing strategies being experienced in the classroom. Information received from these activities, and interviews with teachers and randomly selected students were used to confirm the writer's observation, as well as to analyze and evaluate the fourth goal, the teacher as a leader. The teachers' attempts to implement selective televiewing strategies and provide practice for using critical viewing skills within the educational framework were identified. Teacher cooperation and leadership, as well as students' involvement in the development of active viewing were compared and assessed continually.

The fifth and final goal, dealt with parents of the targeted students. To assess whether the parents had become more aware of the role of television in the home, Pre and Post Survey (Appendices F & G) questions were provided to randomly selected parents. Interviews of randomly selected parents, information from a Viewing Log (Appendix D) or parental substitute, documented by the parents, were used to evaluate the attitude toward television in the home and to determine whether influence had been exerted over the children's viewing habits.

It was the writer's aim that at least half of the parents involved would show an increased awareness of the role of television in the home. However, sensitivity to the family's right to privacy, and the role of the parent as guardian, necessitated the use of non-threatening evaluation measurements for this goal.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The solutions the writer reviewed dealt with two broad areas: the school and the home environment - exploring content and frequency of television viewing, intensity of programming techniques, as well as general television experience - active versus passive viewing. Altering or analyzing the content of television programs was the predominant theme throughout the literature reviewed.

In the past, education and technology have seemed to be in opposite corners, not always blending well. Society, in general, has responded to the accelerating pace of technology, despite the trend of education to limit itself to a print-dominated world. However, if education is to survive, it will need to make adaptations to the rapid advance of modern technology. The computer is one area that has started to "come of age;" however, television has faced more resistance. The videocassette recorder (VCR) has become the replacement of the microcomputer as the target for new technology to be used in the schools. From 1983 to 1984, the number of schools using VCR's rose from 36,545 to 56,166.

However, the surprising part is that this emergence has taken place seemingly overnight -- without any real admission or discussion from the educational community (Reider, 1985).

According to Reider (1985), school officials must stop separating audiovisual materials from curriculum development and textbook needs. In his opinion, education and technology cannot stand to be fragmented any longer. With this in mind, Reider has selected the teacher as the key to implementing new technolocy into the classroom experience. He believes that it is the teacher, not the showy hardware, which will advance the use of educational technology to improve students' experience in the schools.

Russell (1972), looking at television from the teacher's perspective, has speculated whether one should ignore TV, worry about it or try to work with it. He has suggested, however, that first the teacher should try to discover actually what is going on, what are the students watching -- even if he/she cannot judge exactly how they are watching it, what is being thought about and what effect it has on them. Russell felt by doing this, a pattern may be revealed with drama as a key ingredient. Use of language, a form of discourse or literature or both, may be extended throughout the dramatic form. This, in turn, acquaints students with make-believe, plots, setting and characterization.

The view of the teacher as a key to success mentioned

by both Reider (1985) and Russell (1972) suggests the need for preparation and training on the part of the teacher. If teachers are to be key implementers, they must understand what is happening and possess a semblance of understanding as to the "why and how" of it. Both suggestions show a need for teachers to implement and evaluate -- a good standard procedure.

According to Rosemary Potter (cited in Lent, 1983), almost all children watch TV or go to the movies. These visual media are powerful influences on young people. Therefore, the interests in movies and/or TV can be capitalized on by the teacher in helping students develop the skills necessary to evaluate what is seen on the screen. Viewing is a learning experience and as much of a study skill as reading. Children must know what they are looking at, what they are looking for, and what they have seen if viewing is to be successful. Constant practice in critical viewing is a necessity for children at all grade levels (Lent, 1985). This belief has been echoed by critics who believe that while TV is here to stay, the key to getting the most from it is to become an active critical viewer (Baier, 1982).

Again the teacher has been targeted as a central figure in the learning experience. The teacher seems to be imperative to the blending of education and televiewing -- developing an active critical thinker. This has been noted as an important facet connecting television and education.

In Villalpando's (1982) estimations, not even the harshest critic will go so far as to suggest that all of television is bad. Since good and bad programming have become facts of life, the teaching of selective viewing and critical evaluation is imperative. Villalpando further has expressed the belief that TV should be used as a teaching tool presenting opportunities for predicting, comparing, analyzing, discriminating, and evaluating. To this end, she has designed a series of activities which eliminate teacher or parent preparation time as they are directed at the student and ready for immediate use. In addition, Villalpando has suggested that the communication of comments, suggestions and opinions related to the concept of quality TV broadcasting be made to networks and organizations concerned with these areas. A list is offered for teacher/student use (Appendix H).

Villalpando's suggestions are well taken, as they are aimed at the child and directly involve the young student in critical viewing activities. In addition, these activities, as well as the list of networks and organizations can involve parent and teacher cooperation, as well as extend the power or influence of the young child as a consumer and evaluator of television programming.

Raffa (1983) reviewed the role of the school in conjunction with the value content of television. Since schools have prepared students to become critical readers, Raffa believes with the exposure of young people to

television, the new form of communication for the 20th Century, schools as well as parents, must prepare students for the value content of television -- able to locate, isolate and analyze the value content. She has suggested that we begin with programs signaled to be the most popular among children aged six to twelve. In her sampling of three shows, she studied the frequency of positive and negative social values present, as well as the auditory and visual stimuli that accompanied these values when conveyed. While she found no significant difference in the frequency of positive and negative values presented, she did find the stimuli accompanying antisocial values to be more intense than those with positive social values -- causing the negative social values more likely to be recalled and emulated. Educators are directed toward exploring the content and techniques employed in television and stressing the positive social behaviors present.

This study is helpful in pointing out to the teacher the need to prepare children for emotional reactions to behaviors present in television shows. It also presents a method allowing the school and the home to work together on the enhancement of constructive values, judging what is appropriate for varying ages.

Merrow (1985) believes schools should rethink how TV is used. While Merrow praises the use of television as a medium of instruction -- exploring important issues and

building lessons around scripts from network series, he also has shown concern about the opportunity for developing an active viewer being cut short. He feels schools send students the message that they are nothing more than an empty vessel to be filled with knowledge or, just as demoralizing, minor cogs in a giant machine called school. For students to really understand and believe that they count and have power to make changes, a stake in the outcome is needed. Even students who rarely watch television seem to know what's on and what's happening with characters in a series. TV has become a common language, a collector of our experiences according to Merrow. In order to deal with such a powerful tool, Merrow suggested using television as a way to foster cooperation, reveal the individuality of the child and provide him with an interest in the outcome of his learning experience. He proposes hands-on involvement/experiences with television, tapping creative energy and the desire to learn as well as developing better educated and better informed consumers of television who will in the future, demand better programming. As an integral part of his plan, he has espoused the same belief as Reider (1985) and Russell (1972) -- that the key motivator is the teacher, who can directly affect school policy by including a line item budget for equipment to use for televiewing activities in the classroom or by involving local television stations in the schools.

Supporting his theory, Merrow (1985) has cited five

objectives recommended by the Markle Foundation for realizing educational potential of television. They are:

1. Availability - programs directed at children during appropriate viewing time for them.

2. Diversity - Range of content, style and subject matter should expand with the needs and curiosity of the child.

3. Selectivity - Programs should use television efficiently and effectively -- using it for purposes not better met any other way.

4. Focus - Programs should vary in accordance with the age level.

5. Innovation - Programs should try new concepts and tasks.

Merrow suggests a sixth objective, which is:

6. Access - Children should be allowed to explore how television is made and to the TV-making equipment itself.

Access, according to Merrow (1985), invites inquiry and encourages creativity and curiosity - giving children more power over their own learning. Among his suggestions he has listed a closed-circuit channel in the schools, and a cable system broadacasting programs by and for children. News broadcasts about a particular historical period, science experiments, mock trials and many more activities might be taped by and for the students. Thinking, writing, and learning would be a part of each dimension, involving young students in all aspects of learning and providing a stake in the outcome. Merrow has pointed out the necessity of pulling from the interests and experiences of the student, providing

goals and objectives for each activity, and not simply allowing students to parade unguided through taping sessions.

Merrow's suggestions come from tested ideas, giving them more credence; and his suggestions follow the same theory present in his PBS programs -- developing critical thinking and viewing skills while providing an extra incentive of direct involvement. Using interests and abilities of students provides a greater purpose for learning and more awareness of their power to influence others and control to some extent, their environment.

Veciana-Suarez (September 15, 1986) interviewed teachers and students in the Miami area concerning the use of television, critical viewing, and the role of the school. A "Television Unit" at Nova was the topic of discussion. At a six-week unit -- teaching about propaganda and script-writing, scenery and press conferences, students had to apply their knowledge, writing scripts and commercials, as well as produce 60-second press conferences. Students watched children, teenagers, and adults and compared reactions to television -- children played, teenagers just sat, and adults moved around, performing many chores. Students also learned, from hands-on activities with video equipment and watching TV, things that look easy actually take work. They developed technique as well as creativity. By doing the work themselves, the students were able to evaluate which programs and ads were

better.

This solution of developing a new generation of critical viewers, using direct involvement -- analyzing and evaluating present programs, as well as creating their own programs, is an exciting challenge. This method deals with the student's values and attitudes -- allowing him/her more control over their environment.

Denton (1985) has proposed the use of a video crew consisting of students and teacher, to go on location and film interivews and events which effectively present real-life situations that fit the curriculum. This format provides students with an opportunity to understand steps to good instructional taping sessions, provides a comparison between good journalistic style and ill-prepared questions or interviews, and the opportunity to evaluate the quality of the topic covered -- of what value is it, etc.

This solution, of effectively using television in the classroom, provides students with an opportunity to see how programs can be tailored to the needs of the individual. At the same time it also allows them to a chance to evaluate the value of integrity in interviews and reporting.

Kaplan (1986) has reinforced Merrow's findings and suggestions by suggesting students help direct -- not just watch the video revolution. He states that statistics show 72 percent of the nation's public schools own video-cassette recorders. California, in fact, has provided a new VCR for every school in the state. His suggestions

range from taping science shows and supplementing lessons with videos to making your own class videos. Kaplan believes positive social skills, including self-control, formulation of objectives, and obtainment of goals are all learned in this process, as well as involvement in the process of scriptwriting, production planning, editing, and basic video techniques. Suggestions, involving the expertise of the media specialist and an outline sequencing of hands-on activities are listed. Included in these suggestions, is the use of TV shows watched at home to develop critical judgment and evaluation of techniques used.

Kaplan's ideas are connected with Raffa'a study in the use of observations and evaluations of techniques used to produce visual and auditory stimuli. With Kaplan's steps for understanding video/television making techniques, students and teachers can relate them to reactions felt while watching certain programs at home -- thus helping children to better understand how they are manipulated by others. This could be worked into a study of propaganda techniques and compared to techniques used in print, reinforcing critical thinking/viewing skills.

Texley (1985) suggested that teachers become familiar with programs on regular commercial television stations and PBS stations which present information, images or "what ifs?" that can be incorporated into a lesson, acting as a powerful motivator for students. As an example, she

has cited commercial television movies such as Star Trek, which emphasized pro-social values and behaviors while challenging the mind. Such movies can be used as a tool for pondering complex issues. Texley cites the possibility of learning experiences developing critical viewing skills by dealing with the inaccuracies interwoven into programs and commercials alike. Examples given by Texley range from comparison of noises heard on TV -- a jet roaring into outer space versus the fact that you don't hear sounds in a vacuum, or the concept of timelines -- programs showing dinosaurs cavorting with early man when dinosaurs were already extinct, and so on. In addition, Texley (1985) has provided teachers with a source of information on educational programming, found each month in Science '85, so teachers can channel science programs into the classroom.

Texley's review provides a practical way of bringing home viewing into the classroom for discussions, as well as providing an opportunity for young students to study the inaccuracies found in some programming. This is a short, but well-designed set of suggestions.

The solution to differentiation between realism versus idealism in television is reviewed by Kaplan (1985). He explains the concern over whether students can recognize what parts of a program are real and which are idealized. Pointing out that television serves as a role model and a socializing factor for children, he reinforces his point by suggesting students name their heroes -- TV actors pre-

dominate. Another method he suggests is asking students how favorite characters walk or talk -- they can imitate very closely their favorite actor/actress.

In order to combat this, and change passive viewing to active, Kaplan (1986) has emphasized two items which must be present: adult guidance and discussion. Kaplan cited a study, done by Patricia Marks Greenfield, which exhibits the beneficiality of bringing TV into the classroom, and also shows how classroom discussion magnifies and intensifies the educational - learning - impact of a program. In these studies it is pointed out that some programs, even those recommended for children by the Parents Review Board, have multiple messages. Statements containing controversial value messages need the reinforcement, the clarification provided through discussion. Children need to talk about TV programs so they can face issues -- study conflict in terms of what characters do rather than what they would do. This, it is noted, would help young people to clarify their own values.

Kaplan (1986) continues by suggesting activities to help stimulate critical viewing by using the discussion technique. Both programs watched on commercial television, and those written and produced at school are thought to put "the world according to television" in a much clearer and definite perspective.

Kaplan's ideas again have revolved around the student and student's interests. He has used activities designed

to involve young students in critical viewing while at school and at home, bringing both environments into focus. His suggestions are timely and relevant, and stress-active viewing with guidance and discussion as key ingredients.

Texley's (1985) and Kaplan's (1985) suggestions are similar to ideas presented in questionnaire format by Baier (1982). These questionnaires ask the young student to first decide what he watches, then whether there are any inaccuracies in programs watched and whether these programs were true to life, and also questions, as posed by Raffa (1983), the intensity and/or frequency of presentations about violent crimes. Students are asked to evaluate programs.

The questionnaires in Baier (1982) are short, simple, and good food for thought in discussions of television content. They are easily adapted to home to school environments.

Bringing the home and school environment together was a predominant theme throughout, with the school assuming much in the way of preparing students as critical viewers. However, Shannan and Fernie (1985) felt that to improve children's abilities to use media to think logically, to use abstraction, and to monitor understanding, children need parents and teachers to demonstrate more effective strategies and then to discuss with the children, their attempts at internalizing these practices. Great change

in reported practices in both the homes and schools are necessary. Adult example including mindful use of the media, both print and television, was emphasized.

Along these lines, Rosemary Potter (cited in Lent, 1983) has suggested a set of exercises for homework - using television. Main characters' goals and personality plot, lesson learned, values taught, prosocial or negative behaviors, etc. are evaluated by the student. A questionnaire on personal viewing habits also has been outlined for the user. Included in this section on critical viewers is a list of first-of-the-year TV activities by Dennis Anderson (cited in Lent, 1983) which extends Potter's home involvement in the evaluation of television programs. Logs are kept concerning viewing habits, charts of class viewing habits are produced and letters concerning programming are written, as well as many other ideas to develop active viewing habits.

Packard (1986) has listed four ideas for parents to make sure viewing was a life-enchancing force. Going through the program guide with children, shows would be picked out that: involved exploration of experiments, stiumlate the imagination, conveyed a message of kids and adults doing things together, promote thought about special problems of growing up or about conditions in the world. In addition, Packard suggested drawing up a viewing schedule with your child, and making sure children understand the difference between programming and commercials,

as well as the purpose of ads. Finally, Packard urged, as Shannon and Fernie do -- that the parent be a model exercising selective and critical viewing habits.

Parents interviewed in a series of articles on television in the Miami Herald (Wolfe, 1986, September), felt the solution to the new generation of TV viewers is not "pulling the plug," as Winn (1985) states, but teaching children to watch TV with a critical eye. Most of the parents seem to be fairly tolerant of TV viewing. Moderation, using TV as a source of information and critical viewing habits, is stressed. While some parents believed that stations should do more for diversity and choice, most of the people interviewed felt that parent example was the prime factor. While leaving childen alone to watch whatever is on TV was ruled out, realism in the form of latchkey children's viewing habits was admitted. Turning on a flickering companion may not be good, but may be better than being frightened. Children themselves seemed to be critical of constant viewing or criticizing messages conveyed by programs.

The consensus of most of the experts interviewed, pointed to the need for discussions and guidance in the area of televiewing, so children learn early the purpose of commercials, real versus unreal, to avoid violent or negative behavior programs, etc. While the very young may have someone at home, the older the child the greater his/her exposure to unguided televiewing. Communication

and example seem to be the key; however, there really wasn't a real consensus of what should be done.

In this series of articles, a rating scale of the family's viewing habits as well as a list of pamphlets, books and guides for the family's viewing time and twenty TV tips were provided. These were very thorough and could be the basis of a parent workshop, (Appendix I).

Honig (1983) discussed the need for developing active viewing habits, emphasizing prosocial values in programs, limiting viewing time, selecting appropriate programs according to age, discussing programs, plots, characters, etc. with children, providing alternate activities and communicating with organizations to encourage better programming for children during "prime time hours for children."

Finally, two articles reviewed the instances of a school and a town shutting off television for three or more weeks. Other forms of recreation were provided and students' viewing habits altered subtly over the period of time. One town has repeated this activity over a period of four years and found it to be very rewarding (Calderon, I., 1986 and Veciana-Suarez, September 14, 1986).

This idea seems like a good technique to encourage parents and students to work together. It could also be done on a smaller basis at the school, starting with the target grade level and perhaps awarding prizes or certificates. Possibly, cutting down on time might be the

first challenge, then cutting out a week or more. Both of these examples portray good community effort.

The solutions presented targeted in on the student, parents, and teacher. Active involvement using commercial and educational programming, as well as student-created programming to develop critical viewing skills was a predominant theme. Selecting appropriate programs, limiting viewing time, discussing programs in relation to plot and character -- prosocial behavior, intensity of stimuli, inaccuracies, realism, etc. and evaluating commercials were repeated in most of the articles. The parent and teacher as a model was a priority.

In summary, the need for schools and parents to deal with this new form of communication was evident. As Shannon and Fernie (1985) have purported, the point of literacy is to help children become thoughtful citizens able to critically examine and understand the world. Print and television, according to Shannon and Fernie (1985) Raff (1983), Merrow (1985) and others, can be complimentary in the development of becoming thoughtful citizens if young people were to expend greater amounts of mental effort to construct a writer's message from the media.

Description of Selected Solutions

The description of the previously discussed models served to illustrate the variety of solutions which have been utilized, all with some success in their particular setting. Evident also is the concern generated by experts

and lay people alike, that school and home work together on developing a proper perspective with regards to televiewing habits/skills.

While the target elementary school has used Instructional Television (ITV) in the past, it had not been used with an eye for developing critical televiewing habits and skills nor involvement of parents as such, but rather as a means of extending curriculum activities. With usage of television, limited in this manner, development of active viewing experience is minimal if existent at all.

An important need therefore, had not been addressed. Critical televiewing skills involving both the home and school environment were not part of the curriculum. The county lacked any policy dealing with televiewing skills as an integral part of the curriculum; thereby limiting the amount of time available to the classroom teacher to develop and implement televiewing activities into the classroom's regular curriculum. Compounding these problems was the lack of teacher training in the use of video-making techniques and equipment. This in turn, directly affected the active involvement of students in development of educational videoing activities using their interests as an impetus for learning.

The writer, therefore, chose to employ several solutions which seemed appropriate to overcome the causes of the current problem. These solutions, the writer felt,

have the greatest possibility of meeting the terminal goals previously outlined..

The selected strategy consisted of eight components:

1. Mini-workshop training sessions for teachers (Appendix J).
2. Workshop for parents (Appendix I).
3. Using volunteers and fourth and fifth grade Gifted students as tutors and/or monitors.
4. Enlisting the aid of classroom aides to act as monitors.
5. Working with target teachers to develop and implement extended video activities.
6. Implementing appropriate televiewing materials/activities for targeted students.
7. Periodically removing a select group of students from target classrooms to work with Teacher of the Gifted on productions for classroom distribution.
8. Developing, with aid of several Gifted classes in the county, video presentation for classroom use.
9. Involve local television stations.
10. Establish a parent support group.
11. Relating activities in the classroom to televiewing habits at home.
12. Encourage a volunteer "pull the plug" program for one week or more.

Component number one, mini-workshop training sessions available to targeted teachers, aides and volunteers (Appendix J) were used to:

a. Present television activities for use in classrooms.

b. Cover concepts-active viewing, television literacy, critical viewing skills.

c. Develop "Hands-on" camera/video techniques.

d. Present series of projects.

Component number two, workshop for parents (Appendix I) included:

a. Discuss intent of take-home televiewing activities.

b. Cover examples of classroom televiewing activities.

c. Stress the need for "adult examples".

d. Discuss selective/critical televiewing skills.

e. Provide tips/suggestions for parents about home viewing of television.

f. Encourage parent involvement - televiewing club, volunteer "pull the plug" week.

The third through sixth components included the actual implementation of materials/activities with targeted second and third grade students and targeted second grade teachers. Activities to develop a sense of plot and characterization, to identify inaccuracies in program content and the purpose of advertising, as well as emphasize prosocial behavior in programming using visual and audio stimuli were stressed. Fourth and fifth grade students in the Gifted Program acted as cross-age tutors in developing and implementing "hands-on" activities using camera and video techniques. They also acted as mentors in drawing out and incorporating the interests of younger students.

Classroom aides and community volunteers, when available, were used to monitor and/or direct selective viewing skills, as well as active participation in the development of activities. The latter were extended from interest areas and programs watched.

Component seven dealt with the random selection of a small group from the targeted second and third grade students. They were used to develop more comprehensive viewing activities of quality which were made available throughout the school or to other schools upon request. Drama, puppetry, advertising, social service productions, etc. were included to communicate a sense of integrity to the audience, as well as allow students viewing these productions, the opportunity to experience programs of prosocial and educational value. Questions/activities for critical viewing skills accompanied some of these productions.

The eighth component was designed to involve a wider population in these activities. Students from other Gifted classes in the county along with targeted Teachers of the Gifted, were given the opportunity to be involved in the development and implementation of critical viewing skills, as well as productions for classroom distribution.

The community, including concerned parents, was dealt with in components nine and ten. Speakers from local television stations were invited to speak, and when feasible, field trips to television stations to see, first hand, the organization and techniques used in the

production of the news programs, commercials, etc. were scheduled. The establishment of a parent support group was encouraged -- involving charting television habits at least one week's time with the intention of altering televiewing patterns (Appendix K).

Parents as role models and decision-makers were covered in components eleven and twelve. A connection was made between televiewing activities being dealt with at school and televiewing habits developed at home. A volunteer "pull the plug" program was the focus of parental involvement and example. Other activities were discussed as alternatives to watching TV, especially nearing summer months, and rewards in the form of certificates and buttons were offered.

These activities were designed primarily to develop active viewing habits in students and provide them with more control over their learning. An extension to this plan was to help teachers and parents understand the importance of selective/critical viewing skills. Throughout the implementation, the importance of getting children involved in the outcome through discussions, adult examples and "hands-on" involvement in designing quality televiewing productions was stressed.

The components chosen were considered the most feasible for setting at the target elementary. Trying to involve teachers, parents and the community in the realization that TV is a fact of life and must be dealt with in a positive manner was an important facet of the plan. As Shannon and

Fernie (1985) point out TV, as a second tool of literacy, can be used along with print material; both necessitate the development of skills using critical thinking ability. Access to television equipment, and the use of "hands-on" activities involving classroom curriculum and interests of students, help the student understand the importance of quality productions. Thus it provides them with a sense of control in the area of television programming (Merrow, 1985; Shannon and Fernie, 1985).

In order to accomplish these goals, the writer worked with target parents, teachers, aides and volunteers to develop an understanding of the need for literacy in televiewing. Implementation of strategies were observed and home viewing activities documented. Extended activities resulting in a product for distribution, as well as the extension of ideas and activities for outside the target school, were pursued. Encouragement for parents to continue in developing critical televiewing habits/skills beyond the school year were included in the overall scheme of the implementation.

Report of Action Taken

Prior to beginning implementation, the writer randomly interviewed selected students, parents and teachers. These discussions served as an informal needs assessment and centered around the importance of developing, in young students, skills to deal critically with the messages presented through television. The main focus of this

concern was the need for children to learn to control TV instead of letting TV control them. The involvement of both school and home environment were viewed as important factors in this process. This was followed by the decision to target four of the second grade teacehrs and their students, as well as a group of second and third grade Gifted students. With the intention of eventual expansion beyond the target school, the writer also targeted two additional Teachers of the Gifted based in two other county schools. The selection of target teachers and students was based upon several factors, including cooperativeness, availability, and responsiveness, scheduling limitations weighed heavily upon the final decision. In conjunction with the selection of teachers and students, volunteers were recruited; workshops and training sessions were scheduled; materials and activities, which had been previously gathered, were reviewed and categorized; and targeted teachers were contacted to finalize the tentative schedules and plans. At this time, the writer also decided to interview the school system's Media Coordinator to gather information on video distributions, Instructional Television (ITV) Programs, and available grants. Along with this, randomly selected commercial televison personnel were contacted for possible school visits. Finally a schedule, for use of video equipment, was arranged with the assistance of the target school's media specialist.

After these preliminaries, the writer began actual implementation during the first week in October (Appendix L). Initially, a general meeting of approximately 25 minutes was held with the targeted second grade teachers. This meeting was used to present a general outline of viewing strategies (Appendix J) which were to be used in the target classrooms. During this meeting, questioning techniques and a vareity of selected activities were discussed. The importance of helping children become actively involved in the critical viewing of TV programs, whether at school or at home, was stressed. Using ITV programs, or selected video productions, teachers were urged to guide children by questioning and discussing program content. This was suggested by Bennett (1986) as one method teachers could use in dealing with the "passive" nature of television. Comparisons were made between developing critical reading skills in the classrooms, and the need for developing critical viewing skills - helping children learn to identify and isolate for value and content. Providing children with a method to protect themselves against bias, distortions, and propaganda, in a visual as well as a printed form (Raffa, 1983), was emphasized.

Several of these mini-workshops were scheduled throughout implementation to reinforce the need for developing critical viewing skills and to clarify techniques to be used. A log to record classroom televiewing habits and strategies (Appendix E) was provided for the teachers' use.

Discussions of these program strategies and activities were an integral part of future meetings with target teachers. Due to scheduling problems and the variety of activities being used throughout the target classrooms, these meetings were varied in size.

After the initial meeting with the target teachers, the writer initiated the meetings with target teachers, volunteers and aides. This group began with only two volunteers and two classroom aides. Due to the numbers and schedules of the group, meetings were kept to a flexible pattern. As the program expanded, so did the group, with some of the members volunteering "home-based" time -- typing, assembling props, etc. Randomly selected target students were also involved at this time for training sessions. Use of the video equipment seemed to be the most problematic area. From necessity, some of the meetings were on a small group or even individual basis. This allowed the writer to arrange her schedule and deal with activities during her planning period or in short sessions before and after school.

During the second and third weeks in October, the writer volunteered time to discuss questionnaires (Appendix A) about televiewing habits and interests in each of the target classrooms, and held individual conferences with the target teachers. These conferences dealt with implementation and reinforcement of strategies to enhance televiewing skills, and with scheduling of hands-on video-

taping activities for their classrooms. Due to the limited availability of time and space, but also with the deisre to expand the opportunities for classroom enrichment, these activities were designed to incorporate classroom curriculum and, at the same time, provide an opportunity for students to expand their knowledge. It was important that all of the students in the targeted classrooms be actively involved. Themes for most of the activities revolved around "real-life" situations, such as: more effective writing skills, better understanding and appreciation of the library, techniques for script writing, information about famous people, countries and customs, as well as inventors and inventions. Chosen activities reinforced the importance of reading, math, writing, and the fine arts. Again due to time and scheduling of video equipment, these activities were spaced throughout the implementation period. Plans for a video production by the first target classroom were made and other schedules tentatively planned at this time.

Toward the middle of October, the writer also introduced the concept of developing good televiewing habits and skills to a group of Gifted fifth grade students. These students, who had previous experience with videotaping, were enlisted to aide a group of second and third grade target students, selected by the target teachers and the writer, in the use of video equipment. Along with this responsibility, supervision of "hands-on"

activities, and the development of advertising campaigns and posters encouraging selective viewing habits were added. However, these students became very involved in analyzing the content of programs and discussing the values represented in each. The next step, monitoring the frequency as well as the quality of these programs, was perceived by the students as an exciting challenge. Parents were asked to verify the limitation on frequency of television viewing, starting with one program per night, to TV only on weekends, and finally no television for a complete week. Comments by parents were solicited, but not mandatory. They covered the positive effects on younger siblings, as well as praise for and surprise over their children's motivation and endurance. Thus, these fifth grade students initiated their responsibility as role models and supervisors for the televiewing habits of younger brothers and sisters.

The next step was the gathering of information from the Pre attitude Survey provided for the target second and third grade students (Appendix C). The writer reviewed these responses and scheduled times with the target teachers for classroom discussion of the results. Sharing ideas among the students and providing them with feedback is an important step. The writer believes the need for peer support in development of positive televiewing skills and habits is a necessary component for this project.

The final activity during the last week in October dealt with the training of randomly selected third grade students in the use of video equipment and techniques. In conjunction with this, a "special request" video was produced by these students for school-based viewing. This video dealt with the many aspects of representing a product. Many different advertising methods were discussed and evaluated before the video was produced. It was then aired at the target school as a public service announcement and provided an opportunity for the target students and teachers to disucss the positive and negative aspects of advertising.

Due to several extenuating circumstances, progress of the practicum was altered slightly during the month of November. The writer's original intent was to involve target parents in a workshop on developing and monitoring televiewing skills and habits. However, a random sampling of comments from parents of target students during the target school's Open House and informal meetings, along with a more thorough reviewing of school policy caused the writer to re-evaluate this step. A discussion with randomly selected parents, target teachers and administrators resolved the writer's decision to wait until later to provide such an extensive workshop. The potential problem, invasion of parental responsibility, seen as a possible outgrowth of this topic, was considered a major obstacle at this time. Additionally, the target school's

annual second grade program limited the amount of time the writer had available for direct interaction with target subjects. The writer therefore decided to alter the implementation and to employ a more low-key style -- thereby dealing with both the question of sensitivity and the adjustment of implementation time available.

Since some of the target teachers had already discussed critical/selective televiewing activities with parents during the target school's Open House, the writer chose to continue the dissemination of information with randomly selected parents. This was done both through the use of informal meetings, as well as scheduled parent conferences. The writer suggested to these parents the possibility of sharing the ideas and activities (Appendix F and I) discussed with other parents. The target teachers also were responsive to this need, passing on information of strategies and upcoming activities when an appropriate opportunity arose. This, the writer felt, still met the designated goal within the parameters available. Feedback from parents and teachers was very supportive.

At the beginning of November, the first of the second grade target classrooms completed the script writing for "Seven Steps to Better Writing"; this was designated as an extension of the school's goal for development of improved writing skills.

After practicing camera set-up, the target class was ready for the final taping. However, before taping, the writer, with the students and teacher, reviewed reasons for the video; developed questions for the intended audience; discussed again the positive and negative effects of television viewing; and planned strategies to improve critical viewing skills (Appendix M). The video was considered for positive and negative televiewing elements, and videoing techniques were reviewed. It was decided that the target teacher would provide an overview of the program at a faculty meeting prior to airing the program. These steps allowed for an increase in the amount of teacher involvement, as well as student involvement. Feedback from teachers, administrators, and students was requested.

The writer continued implementation of critical televiewing strategies with the orientation of a randomly selected target group of second and third grade Gifted students. An oral discussion of viewing habits was followed by an explanation of the Home Calendar (Appendix K) used to record the viewing habits.

Similar strategies were also used with the writer's group of fourth grade Gifted students. Though they were not directly targeted for the project, the writer considered them to be role models and possible supervisors for younger brothers and sisters. As with all the target second and third grade students, teachers and parents

involved, the writer reiterated with the fourth and fifth grade students, the need for putting TV in its place; and, as Wilt (1979), Trelease (1982), and Lappe (1985) emphasized, putting ourselves in charge by limiting our TV watching. To emphasize this point, a Pre-attitude Survey (Appendix F) was taken, and televiewing strategies from the Parent Workshop Overviews (Appendix I) were selected and discussed).

During the last week of November, the writer met with two of the target second grade teacehrs concerning the organization of a tentative workshop dealing with parental involvement and the primary curriculum. Newsletters from the school's administration had recently been distributed concerning ways parents could deal with children's study habits and grades. With these newsletters initiating more specific ways for parents to interact with their children and the school, the writer, along with two target teachers, decided to restate the issue of a parent involvement workshop. The writer's segment of these sessions, of course, would deal with televiewing skills, as well as incorporate the content areas being dealt with by the two target teachers. After a discussion with the principal, two tentative times, either late spring or early fall of 1987, were targeted for the orientation of such a workshop. The expansion of the workshop to be used to train teacehrs in the target school, as well as other schools in the county, was also intro-

duced at this time and the writer, along with the two target teachers, was referred to the Teacher Education Center (TEC). While the writer had discussed, prior to implementation, the existence of a curriculum for developing critical viewing skills with the TEC, it had centered basically on grants and legislation. With a new interest in the pursuit of increased parent involvement at the County level, overviews of the tri-session workshop were shared with the TEC representative and the principal. An overview of materials for the writer's segment (Appendices F, G, and I) was discussed along with the other two segments presented by the target teachers. A February meeting to review possible problems and establish a working format was scheduled with the school's administrators.

Shortly before the Thanksgiving holiday, the writer assembled information from the televiewing habits (Appendix A) and the Pre attitude Viewing Surveys (Appendix C). Then contact again was made concerning classroom viewing strategies (Appendix J) and the Log of Activities (Appendix E) was discussed.

After the Thanksgiving holiday, the writer reviewed televiewing habits with randomly selected groups of second and third grade target students. The use of the Viewing Log (Appendix D) and the Home Viewing Calendar (Appendix K) were also explained at this time.

Before Christmas vacation, alternate forms (Appendix D) of recording viewing habits and the Video Home

Calendar (Appendix K) were distributed to the second and third grade target students in the Gifted program. Due to the age level of students involved, other formats used by target students and parents were accepted, but all needed a parental signature. This was done to emphasize the importance of the activity to both the parent and student. Students were instructed to disucss entries with parents before obtaining signatures. They also were encouraged to use a guide and to carefully select television programs. Limiting the amount of TV watched and discussing programs with their parents were major points. Discussions on technical effects, advertising techniques, excessive violence and unreal representations followed. Students were asked to look for positive ideas or values in characters or program content and were requested to share these with parents and siblings also. Parent involvement constantly was stressed.

Good role examples, such as limiting the frequency of TV watching, discussing program content and values, as well as monitoring their child's televiewing habits is, as Bennett (1986) states, the responsibility of the parent in the home environment. The intention of the record keeping charts and logs was to help both the parent and the student share what programs had been watched over a week or more and to evaluate the value of these programs. The writer felt it was necessary to provide a somewhat flexible recording system; so the actual charting of programs did

not overshadow the reason for recording. Provisions for variations in recording were made through the use of follow-up discussions with target students. The purpose of these discussions was not to detect whether individual discriminations may have occurred, but simply to clarify and informally verify results of the responses.

It was suggested to the target students, they find alternate activities over the Christmas holiday and limit the amount of TV viewing to a maximum of no more than one hour per day. According to the experts reviewed, this is considered to be an acceptable amount of viewing time (Wilt, 1979). Other outlets for children were discussed; among them were trips to the library and museums, reading, creative writing, puppet shows and family centered activities. Due to the writer's job assignment, cooperation with parents and students in these two groups of Gifted stu-ents was more consistent. Therefore, the writer initiated many activities with these students prior to presentations to the remainder of the target population. This also provided a catalyst for the remaining groups.

From January to March of 1987, a variety of interactions were scheduled. Interest Inventories (Appendix N) and Viewing Time Questionnaire (Appendix O) were provided for target students and responses reviewed. These activities were optional, but provided the writer and target teachers with a variety of ideas to incorporate when developing "hands-on" videotaping activities. They also

provided further information about students' favorite types of programs; how they possibly might change or control them. This not only provided a focal point for classroom discussions about television/video programs, but also provided ideas for students to discuss when writing to TV stations. With the occurrence of cancellations during the year, the inventories aided teachers, so discussions were current. Most important however, is the opportunity it provides students to become actively involved in the outcome.

Contacts were also made during this time with the two target Gifted teachers. Suggestions for implementation of critical televiewing strategies were discussed. Possible "hands-on" enrichment activities for videotaping were reviewed, and ideas for presenting these to an extended audience were shared.

The inclusion of all four target teachers' classrooms in the production and presentation of videotaped programs was discussed and schedules reviewed. The second of the target second grade classrooms undertook video productions about President Lincoln and an educational presentation, with students illustrating a thematic approach to classroom centers and learning. The target teacher worked with the writer to develop a intercurricular program with presidents as the theme. This program provided the audience with methods of incorporating a topic through all content areas of the classroom, including art and

music. All second grade target students in this target classroom were actively involved in the production. Parents were given the opportunity to view the production in their own homes. A copy of the videotape was provided for this purpose. Fifth grade Gifted students were again used to help with the videotaping process, as well as to assist target students while off camera. This tape was viewed by first, second and some third grade students.

During this time, the writer continued work with a group of randomly selected second and third grade Gifted students. These students were involved in social service productions, puppet shows, advertising campaigns and interviews. Along with this, arrangements were finalized for the target second and third grade Gifted students to meet with television personnel and visit television stations; the trip was to be shared with another Gifted class whose teacher had been targeted. Plans for these students to commute for extensive work with the remaining class of Gifted students and their target teacher was unable to be scheduled due to transportation problems. The intent to allow the rest of the target second grade students to visit TV stations and meet with television personnel was also altered. This was due to scheduling and transportation problems also.

Throughout this time frame, the writer continued to interview target teachers about their use of televiewing strategies in the classroom. These discussions were

used as a back-up system for the Teacher Log (Appendix E). In conjunction with these meetings, the writer continued to make herself available for target classroom discussions. Viewing schedules, excessive violence, unreal presentations of characters or events, lack of discussion, negative effects of unsupervised TV viewing, and the importance of thinking about and questioning what is seen were recurrent themes. These presentations were done on an individual classroom basis, by request, and reinforced previous viewing concerns presented by the target teacher. Students were encouraged to try limiting their TV viewing for one or two days and to find one good point and one problem or negative point from their "selected" program(s). For stickers to be awarded, target second grade students also had to acquire a parent's signature. Again, while these signatures did not assure parental involvement, the writer felt this to at least provide a channel for communication of interests and the possibility of a beginning to supervision.

The remainder of implementation time from April to June, was designed to gradually increase exposure and build interest throughout the target school. The writer continued to concur with target teachers over classrom-based viewing activities, as well as work with students on viewing habits and critical viewing activities. During one of these meetings, plans for the third and fourth target second grade classroom videotaped productions were

finalized; aides and volunteers were enlisted to help with practice sessions and supervision of student script writing.

Following these sessions, the third target classroom began videotaping their productions. An adaptation of a children's fable, Chicken Little, was presented in the class setting. This was followed by a tour of the library. Using target students' interests in fables and fairy tales, target students lead the audience through the library setting. Descriptions of various purposes of library sections and ideas for extended usage were presented.

In conjunction with this, the target school's Media Specialist concluded the presentation by talking to students about a special summer program at the public library. Due to spring break and scheduling problems, this program was initially only aired for second grade level in late April and early May. However, it was aired again during the first part of June for the total population of the target school.

While working on this production, the writer again discussed with the target students the importance of good viewing habits. The type and frequency of programs watched were checked for changing attitudes, violence, unreal situations, etc. were discussed as to the effects they had upon the viewer. Students were challenged to a short-termed "turn-off." No TV was allowed for one day,

then only one program the next day. Students were to point out any positive values in the program and/or any negative points of the program. Parent and student signatures were, as in previous sessions, a required part of the response; comments, however, were requested but not mandatory. As in previous instances, students who were actively involved in improving their viewing skills through selective and critical appraisals of program content were rewarded through teacher and peer recognition, as well as stickers to display.

Also, during this time span, the writer, with the target school's administrators, finalized plans for a "Turn-off TV" week. The school's week of April 21st through April 27th sponsored a school-wide silent reading time designated by the administration. An announcement of the upcoming event was included in the monthly newsletter to parents. This was followed by a letter explaining the process. An attached return slip, which requested the number od days TV was actually turned off and activities students pursued as an alternative, was included. Families were urged to "Turn Off TV and Turn Onto Other Activities"; a variety of activities for the family were suggested. Reading, creative writing activities, puppet plays, and similar student-oriented activities were, of course, the focal point of the letter and classroom discussions. Students who owned their own video camera were urged to write original scripts, which could later be

taped for home and/or classroom viewing and discussion.

In conjunction with the "Turn Off TV" week challenge, the writer was given the opportunity to address the target school's faculty. At this time, the writer explained the reason behind the challenge and suggested extended activities. The meeting also allowed the writer to relay information about the negative facts of unsupervised TV viewing. The support of the Education Secretary, William Bennett (1986) in his report on school excellence, as well as the current trend of network executives to target the younger audience were cited. Networks in the struggle to compete for higher Nielsen ratings, see students as being less active than parents with less alternatives (Farber, 1987). Catering to their interest span thus is the game plan.

Teachers were asked to encourage the "Turn Off TV" campaign and silent reading time was provided through the cooperation of classroom teachers and the Media Specialist. For one of the follow-up activities, teachers were given copies of addresses to TV networks interested organizations (Appendix H). Students were given the opportunity to write TV stations and interested organizations about problems or concerns with programming. An attached letter (Appendix Q) provided some suggestions for teachers to present to their students. Included was an idea for increasing the frequency of television characters shown reading on TV, an idea the writer remembered from a newspaper comment credited to Secretary of Education,

Bennett.

In conjunction with these activities, selected target third grade Gifted students and a group of fifth grade Gifted students provided posters and banners for display in hallways and the library. All materials expostulated reading and the absence of TV viewing.

At the end of the "challenge week", slips were gathered and responses tabulated. Students were congratulated for participating in the challenge, and results were reported to parents through the monthly newsletter. While in most cases, students are encouraged to participate by offering material rewards, no such promises were made when this activity was initiated. It was the intent of both the target school's administrators and the writer for students to participate because of internal motivation. It was felt that those students who participated under such circumstances, would be more likely to accurately report their activities and hopefully to extend the results through more selective viewing habits. However, plans for further recognition had been agreed upon previously and was carried out at the end of the year.

While these school-wide activities were being implemented, the writer accompanied target second and third grade Gifted students on a tour of local TV facilities. Students were shown first-hand how special techniques were used in the development of programs and ads; camera

tricks and special effects were discussed; setting, props, advertising, purpose and costs, and efforts to provide better programming for children were also explored. TV personnel discussed with students their involvement in developing critical viewing skills. Positive reinforcement for these activities was given and careful selection of appropriate programs was stressed. Students were warned to limit viewing time and critically evaluate messages being presented. TV personnel focused on educational programming. Previous discussions with the TV personnel assured their cooperation, and active involvement of students through better writing, to stations and networks, was encouraged by the TV personnel involved. Students were even provided with a bookmark and a child-based magazine designed to support the "Reading Is Fundamental" (RIF) program. The magazine incorporated information on circus activities, television and reading.

Implementation of strategies with target teachers and students, continued during the April to June time span. The last of the original four target second grade teachers, wrote and videotaped a play with her class. Questions concerning main idea, plot, characters, etc. were discussed. Viewing habits and negative effects of TV had already been covered by the target classroom teacher prior to the final project.

Plans were made by the administration to add the parent involvement workshop to the 1987-88 Annual Growth Plan goals. Several factors affected the decision to wait until early fall. While an early presentation had been planned, the inclusion of this workshop into the Annual Growth Plan provides a more solid foundation of support and reinforces plans for eventual expansion at the County level.

At the beginning of May, the only two second grade teachers not originally targeted, due to scheduling problems, requested to be more actively involved in the project. While little time was left, the eagerness of the teachers and their students overcame tentative scheduling problems. Since these two teachers had participated in previous meetings and discussions with the four targeted second grade teachers, they already possessed familiarity with televiewing strategies and had been implementing some with their students. Toward the middle of May, the writer was able to schedule times to present home-based viewing activities to these two second grade classrooms. During these sessions, viewing habits were examined along with the importance of limiting and discussing TV programs. Sharing of ideas with parents, questioning commercial messages, and dealing with negative values, often presented along with violent actions, were covered during these presentations. Following the format of prior presentations to the target second grade classrooms;

these students were challenged to limit their televiewing time for that evening and to evaluate the content of any programs viewed the following evening.

The writer continued from the first to the fifteenth of June, to extend the concept of active involvement. "Hands-on" productions were developed with the remaining two second grade teachers and their students. Due to time limitations, scripts dealing with Inventions and Countries were written by the author and adapted to the classroom setting by the teachers and their students. Scenery and props were made or found with student cooperation; volunteers provided extended activities after researching selected topics.

Prior to the videotape activity, students were involved in a discussion of camera techniques and operation of the video camera equipment. Next, a quick practice session helped children to become more involved in what effects were desired and various ways to accomplish these. Finally, a series of questions was provided for the viewing audience. Along with these questions, ideas for summer activities, such as making simple inventions or creating costumes from other countries were provided for the audience. Students ended with suggestions for books on the topic which could be obtained through the library. While these productions were viewed, mainly by the other second grade classrooms, due to scheduling difficulties, they were made available for other grade

levels.

With the end of implementation coming to a close, the writer gathered information from post surveys (Appendices B and C) and after comparing them with the pre surveys (Appendices A and C) analyzed the responses for changes in viewing habits or attitudes. A random sampling of parents of selected target students was used to check and evaluate the changes in family attitude/behavior patterns dealing with television viewing in the home. Not all families identified themselves when dealing with the Pre and Post Surveys (Appendices F and G); therefore, the writer assessed these for any overall changes. In conjunction, discussions with random parents were also conducted at this time and aided in the final evaluation.

The final phase of implementation revolved around a student-oriented presentation portraying the effects of TV viewing. Originally, the writer had intended to use only target students for this final production. However, with practice and taping time becoming restricted and schedules harder to accomodate, plans were altered. Several factors were involved in the final selection of students. Students were sought who could be counted on for both "before and after school" taping sessions. Along with this requirement, the writer also felt that a cross-section of students, K-5, would perhaps be more of an incentive for total school involvement. With

these factors in mind, the writer randomly selected sixteen students from a group of "early morning arrivers". Of these sixteen students, five had been part of the original target population. After completing this selection, the writer contacted the students' parents to discuss the intent and details of the production.

Due to the span in age level and skills, students were allowed to read lines if necessary; stage directions were kept simple and short-termed, being presented right before the taping session. The older students, in particular, helped with formulating ideas for presentation. Changes or adaptations of the script by these students were requested by the writer in an effort to increase involvement in the purpose and the outcome. Students helped with equipment set-up and props; however, since the message was the primary intent, settings were kept very simple. Two, 20-30-minute sessions were used for practice, as well as discussions dealing with concept of critical televiewing skills and video techniques. Following these sessions, three 20-30-minute "before school" sessions and one, 20-minute, "after school" session were used to complete the videotape.

While both positive and negative aspects of television were presented, the negative effects of unlimited and unsupervised television/video were the most consistently stressed aspects of the production. To assure

an interesting yet informative presentation, the writer used A Kid's TV Guide (Wilt, 1979) as a format for examples. The examples stressed the importance of questioning the content of programs and commercials. This was then reinforced through classroom discussions. To aid teachers with this follow-up activity, copies of questions from A Kid's TV Guide (Wilt, 1979) along with an explanatory letter were distributed to all teachers at the target elementary. These questions (Appendix R) were designed to help children and their parents to decide whether a program is good or appropriate for the child to view. Children were also encouraged by the videotape and by teachers, to discuss the program and questions with their parents.

The videotape, "Effects of TV Viewing", was aired in the target school several times during the last two days of the school year. The writer made observations of students viewing and discussing the content within their classrooms. This was accomplished by selecting classrooms on a random basis, primarily kindergarten through third grade level. Feedback from a variety of teachers, aides, volunteers and parents was discussed with target teachers and administrators.

While preparing this final activity, this writer also concluded discussions with target teachers which dealt with implemented strategies. The use of ITV programs in the classroom and subsequent strategies and

follow-up activities were shared. Information from the Teacher Log (Appendix E) was reviewed and compared with the writer's observations of and previous discussions with the target teachers. In addition, responses from parents and teachers of home and school viewing activities and "hands-on" videotape productions, gathered from the Home Viewing Calendar (Appendix K) or from an alternate form/note or conversation, were reviewed by the writer. Results were then reviewed and analyzed for evaluation.

On the last day of school for students, the writer distributed certificates for "active" involvement in the production of the educational TV programs. These were given to all target second and third grade students who participated, the sixteen randomly selected group of K-5 students, and the remaining two second grade classes who participated toward the end of implementation. Also, specially designed buttons and certificates were presented at this time, to students who participated in the "Turn-Off TV" week challenge. These were presented to students in their own classrooms. This method was decided upon as a means of providing peer recognition of students' efforts and encouraging other students to modify their TV viewing habits. Recognition in their classroom, among classmates, was considered to have the greatest impact among the available options. Finally, a pamphlet dealing with ways parents could help children to control

and learn from TV viewing (Appendix S), were made available to target second and third grade students. This pamphlet was a special supplement (Singer, 1987) to the Weekly Reader and also included a list of resources for parents.

These last activities were purposefully implemented during the final three days of school for students to coincide with the videotape presentation on the effects of TV viewing. It is the writer's belief that this impact immediately before summer vacation, would reinforce previous activities of the target students, as well as increase awareness and provide food for thought for the remainder of the target school's population.

On June 15, the last day of implementation, the writer assembled information, analyzed results and discussed continuation and expansion of the project with target teachers and administrators.

Throughout the implementation, articulations with target teachers and randomly selected parents provided not only a strong network of support, but also provided visible role models for others. Target adies and volunteers, as well as cross-age student volunteers, were used whenever possible. Among their many services were aiding students in practice sessions, helping with scenery and props and handling video equipment in "hands-on" productions.

Students' interests were employed in the activities as often as possible. Information from the Interest Inventory (Appendix N) and Viewing Time (Appendix O) provided a wealth of ideas. The writer's interaction with students in their classrooms dealt with these interests and viewing behaviors and were originally provided on a volunteer basis, basically for reinforcement. However, the writer feels that these presentations became an important component of this project.

Due to age levels of the target students, the lack of previous exposure for the majority of the students to video camera techniques and scheduling problems, it was decided to keep the productions on a simple level, with a minimum of props and lines. Quality was judged therefore, on the basis of responsiveness and total involvement, as well as any improvement or increase in awareness during practice and taping sessions.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Overview

This practicum addressed the need to provide tele-viewing strategies which would enable primary-age children to be selective and critical in the viewing and evaluation of program content, both in the school and at home environment. Television has become a major part of the world (Packard, 1986). Videocassette recorders, cable and satellite dishes have opened up new vistas for our children. Television is considered by some to be the most powerful communication tool, available to us today (Honig, 1983), and a pervasive influence on the family (Trelease, 1982). It can be an educational tool, being used for instruction; it can be persuasive, presenting both positive and negative values; it can be a violent encounter and a tool for commercialism; it can even be a stumbling block to literacy or a tool for promoting printed material and critical thinking (Wilt, 1986, Raffa, 1983; Honig, 1983; Trelease, 1982; Kurzius, 1987 and Kaplan, 1985).

The key to what role television is to play in our lives then is up to us. Three needs seemed recurrent throughout the research. The need for controlling tele-

television habits, for supervision, and the need for active involvement of the child, his/her family and the school (Wilt, 1979; Hirsch, 1986; Lappe, 1985; Honig, 1983; Bennett, 1986 and Kaplan, 1985). The key to getting the best from television, according to critics, is to be an active, critical consumer (Baier, 1982; Wilt, 1979 and Merrow, 1985).

The primary purpose of this project then, was to help children learn to critically evaluate what is viewed on TV, to become actively involved in the outcome of what they see, and to foster in them an awareness of their ability to control television through development of their viewing habits and skills. To attain these goals, two other concerns needed to be considered. Since children are products of their environment, the parents' and teachers' roles also needed to be addressed.

Statistics show that American mothers spend less than half an hour a day and fathers less than 15 minutes talking, explaining, or reading with their own children. Yet parents are considered to be the first and most influential teachers of their children (U. S. Department of Education, 1986).

As their child's primary educator, parents of today face a challenge from television and other electronic media, which brings the outside world into the home (Bennett, 1986). Since research has shown that excessive television viewing can hurt school achievement, (Bennett, 1986); affect their positive interaction with other children; cause restlessness

and sometimes aggression (Singer, 1986); as well as establish a pattern of listless, passive viewing, parents must assume responsibility for setting limits, monitoring and discussing television and video program content; including commericals (Bennett, 1986). Parents, therefore, were involved in tele-viewing exercises and challenges presented to the children. They were asked to monitor viewing, help children set limits and discuss programs viewed. Whenever possible, parents were involved in individual or small group sessions to help further their understanding of the project. Since well over 50% of the target students had one or more videocassette recorders, information on video packaging was also included. While not all parents may be knowledgeable or interested in current video productions, most children are. Being actively involved helps parents to be forewarned and forearmed (Borge, 1987). Parents need to keep abreast of information if worth-while disucssions are to be held and choices made.

The next concern focuses on the training and active involvement of target teachers and their classrooms. Train-ing sessions and conferences revolved around the development of critical viewing skills and the production of TV shows to enhance these skills; strategies to use in the classroom with TV programs, etc. were included. Since teachers are considered to be the key to implementing the use of technology in the classroom (Reider, 1985), but often lack the time or expertise to deal with incorporating new educational technology into the curriculum, the writer offered personal assistance

and a variety of strategies. However, even with the necessary cooperation from target teachers, roadblocks still stood in the way. Time is one of the biggest (Denton, 1985), and this was true in our case. Coordination of schedules, video crew, and the writer's time (Denton, 1985) was imperative. This resulted in many meetings and revisions; readjustments for schedules, fluctuations and students' abilities and interests were made. Much footwork was necessary prior to actual taping, and as Denton (1985) states, the actual taping takes much longer than usually anticipated. This was another facet which needed to be explained and discussed with both the target teachers and students. Since these videotapes were to be of instructional value, several concerns were considered. Clear, concise organization of the process, educationally sound material, and realistic expectations for the varying age levels of both the performers and the intended audience needed to be addressed.

Since the TV screen demands attention from children that is difficult for teachers to command, and the world beyond text increases in complexity, it is important that television not be seen as an interloper in the classroom, but rather an ally and subject of study. When programs and commercials seen are brought into the classroom to be analyzed, researched, challenged and an evaluation formulated, the goals of curricula have become relevant and are achieved (Texley, 1985). In addition, production skills help students to learn how television works and to distinguish the real from

the unreal when viewing commercial broadcasts. According to the director for Northeastern Wisconsin In-school Telecommunications Program (NEWIST), and the telecommunications director in Green Bay, there is a close relationship existing between critical viewing and critical production (Levin, 1986). Looking for poor focus, audio and editing problems, etc. helps students to realize the complications encountered when trying to produce good programs.

Thus, with the intent to help children, parents and teachers to develop a greater critical awareness of the effects of television viewing, whether for entertainment or a medium of instruction; to tap children's creative interests and desire to learn; and to make children better-informed consumers of television, the writer developed these five goals:

1. At least 50% of the 155 targeted students will show a growth in the knowledge of selective/critical televiewing skills.

2. Over 40% of the 155 targeted students will show a growth in the application of selective/critical televiewing skills by assessing the content of television programming.

3. Over 40% of the 155 targeted students and seven targeted teachers will increase their skill of creating and producing special purpose televiewing productions designed to develop active televiewing habits.

4. All four targeted classroom teachers and three targeted Teachers of the Gifted will implement selective televiewing strategies and provide an increase in practice for students using critical/selective viewing skills in the classroom.

5. At least 50% of the parents involved will increase their awareness of the role of television in the home.

Several methods were employed to reach these goals. Meetings and individual conferences with target teachers, students, and parents; televiewing strategies and activities for classroom and home involvement; "hands-on" productions; cross-age mentors, volunteers and aides' assistance whenever feasible; and the writer/Teacher of the Gifted as facilitator, monitor, observor-evaluator, were all involved in the solution process of the five goals identified above.

Results

In order to ascertain the status of the first goal, that 50% of the target students will show a growth in the knowledge of selective/critical televiewing habits/skills, the writer compared the information from the Pre and Post Knowledge Surveys (Appendices A and B), then divided the answers into four main categories, see Table 1. Using 27 students as an average for each target classroom, as well as target second and third grade Gifted students involved, results were tallied and a percentage for the number of students with like responses was extracted. The percentages were then rounded to the nearest tenth to facilitate evaluation of the results.

TABLE 1

COMPARISON OF PRE AND POST SURVEYS: KNOWLEDGE OF TELEVIEWING HABITS AND SKILLS

Answer Categories	Pre Survey	Post Survey	Improvement/ Difference
Program selection methods: Erratic or absent	93%	30%	63%
Type of Programs usually viewed: Action packed/violent	89%	37%	52%
Amount of viewing time Saturdays*, before/ after school, while eating	93%	44%	49%
Program Discussions with teacher or parent	11%	63$	52%

*Saturdays - more than seven hours viewing time.

As Table 1 above details, the target student population showed a growth of over 50% in each of the four categories except in the amount of their viewing time; however, this percentage is very close to the anticipated goal. Two factors seemed to affect this area. While overall improvement was noted, Saturday viewing time seemed to cause most of the problem. Saturday's programming typically is deluged with an abundance of cartoons and other child-oriented pro-

grams. Compounding this occurrence, Saturday has also become "video day", with many parents renting two or three videos for viewing. However, under types of programs watched, during the post survey evaluation, the writer noted an increase in the number of family and educational programs being viewed. This may help to offset the "Saturday syndrome" somewhat.

While some individual target students made little, if any gain, the overall results were positive. A 54% average growth factor in the knowledge of selective/critical viewing skills was attained by the target population.

The second goal, detailing not only a growth in awareness, but the application of newly developed skills, was demonstrated by the students' discussions and evaluations of programming content. Using a combination of teacher discussions, personal observation of classroom televiewing activities, as well as results from Attitude Surveys (Appendix C) and Viewing Logs (Appendix D), the writer concluded that more than 40% of students were applying these skills.

Discussions dealing with different programs demonstrated students' ability for most to pick out inaccuracies or unreal situations within a variety of program text. Students pointed to episodes of specific programs when providing examples. Excessive violence or anti-social behavior were also discussed and an increasing number of students exhibited an awareness of such events in cartoons, police or adventure shows, as well as in some "family programs." Through obser-

ations, discussions and comparison of the attitude surveys, the writer estimated at least a 54% overall growth rate in the application of skills.

While results from the Viewing Log or alternate forms are not as high, only students who submitted information with a parent signature were evaluated. Some students did not turn in logs, others did not obtain their parents' signature. As shown below in Table 2, the total for growth in the application of skills, as measured by the Viewing Log, is 46%, which also satisfies the criteria for the second goal. The combined average of all the results is therefore, 50%.

TABLE 2

VIEWING LOG RESULTS

Target Population/ Grade Level	Participants	% At Each Grade Level
*2nd Gr/128	53	41%
3rd Gr/ 27	19	70%
TOTAL:155	72	46%

While the criteria for the second goal is less than that of the first goal, it is important to remember that application of skills is a much more formidable goal than accumulation of knowledge or awareness. The lower percentage of second grade students involved in keeping logs, therefore, was expected.

The third goal of creating and producing special purpose televiewing productions designed to develop active viewing habits was met with a 100% success rate. Each of the target teachers were involved in at least one or more special productions, and all of the target students participated in one or more televiewing productions. The following list, on Page 93, outlines the number of productions completed, according to grade level. In Table 3, a comparison is made, noting the prior number of similar experiences along with their present production status. These figures are shown for each of the target teachers.

The reader should note the variety of activities encountered during these "Hands-on" activities, outlined on the following page. Ideas for these activities come from topics currently being studied in the classroom, as well as interests expressed by target students. Incorporating these strategies into the special productions, the writer believes, ensured a more positive response, generating greater enthusiasm and a more advantageous component for success.

These activities allow children to understand problems encountered while taping and provided them with a chance to critically evaluate and make suggestions for change or improvement. In addition to this, children shared projects with their parents, which resulted in an increase in parental involvement.

OUTLINE

PRODUCTIONS - "HANDS-ON" ACTIVITIES

2nd/3rd	Monthly news reports and interviews
3rd	Public service announcements/advertisements
2nd	Writing program - How to
2nd	Dramatizations - Abe Lincoln
2nd	Intercurricular Thematic Learning - How to

Puppet Productions

2nd	Monkey Kingdom
3rd	The Rabbit Who Was Really Loved

Fables

2nd	Chicken Little
2nd	Tour of the Library - information
2nd/Media Specialist	Summer Reading for Fun - Motivation and Information
2nd/3rd	Musical Production
*K-5th	Welcome to TV Land - Effects of TV Information: (Questions/Handout-Appendix)

2nd	**Inventions/Inventors
2nd	**Countries/Customs

*Cross-section usage - special targeting of students for broader-based students' interest

**Requested by Non-target teachers

TABLE 3
PRODUCTIONS' COMPARISON OF TARGET TEACHERS

Target 2nd Grade Classroom Teachers and Students	Prior Experience of Similar Nature	Completed Productions
A	0	1
B	0	2
C	0	2
D	0	1
Target Teachers of the Gifted and Students		
A	0	1
B	0	2
C (Practicum author, Teacher of the Gifted)	4	17
Add-on Non-Target Classroom Teachers and Students		
A	0	1
B	0	1

Both the outline on the previous page and Table 3 above, evidence the development of a variety of special purpose productions, as well as an increment in active involvement for each of the target teachers. Also, listed are the special request productions of the remaining two second grade/non-target teachers. Despite overwhelming scheduling problems, these teachers were motivated through the enthusiasm and success

shown by the target teachers and students.

Feedback from the target school's teachers, aides, students and parents, concerning these productions, were very positive and supportive, comments such as "informative and entertaining," "good motivational tool," "enjoyed ideas for further research and student involvement," and "this is fun; can we do it again" were just a few of the positive reinforcers received. Most important, the writer feels, was the positive involvement in the outcome displayed by the target teachers and students. The eagerness to finish the production was not dampened by several re-taping/editing sessions. While not all finished productions were without flaw, given the time and age limitations involved, the writer felt the quality of all the productions more than satisfactory.

The total involvement of all the target teachers was again necessary for successful accomplishment of the fourth goal. Use of proper questioning and discussion techniques in classroom when using ITV programs is imperative. From personal observations, interviews with target teachers and students, and information gathered from discussion about the Teacher Log of Activities (Appendix E) was used to decide whether criteria for the fourth goal had been met.

After analyzing results, the writer has concluded that a variety of televiewing activities were used by the teachers in the classroom. Questions concerning plot, setting, character, etc. were discussed. Characters' activities were

evaluated and value systems discussed. Discussions resulting from science and math programs were used; results and purpose as well as application of information were explored. An increase in effort to discuss and formulate questions and ideas was evident. The author considers the fourth goal to be 100% successful. The following table provides an average of involvement per week with in-classroom televiewing strategies:

TABLE 4

CLASSROOM TELEVIEWING STRATEGIES FOR ITV

Target 2nd Grade Teachers	Average Week
A	2
B	3
C	3
D	3
*Target Teachers of the Gifted	
A	1
B	1
C	2

*Due to scheduling of curriculum for students in the Gifted Program, ITV is not widely used.

The fifth and final goal was evaluated using information from pre and post survey questions (Appendices F and G), provided to randomly selected parents. Information procured from these questions, from random interviews and parental participation in the Viewing Log (Appendix D), or parental

substitute, were used to determine the success of this final goal. The writer looked for an increase in parental awareness or change in attitude in family viewing habits. The approach was specifically non-threatening and often informal. Parents who had shown interest in any way throughout this project were considered the most reliable and most easily accessible sources of information. Along with these sources, the writer used "Turn-off TV" week slips returned by target second and third grade students as a counter-check.

While not all target parents responded in each instance, 121 parents of the original target students cooperated and presented evidence of an increased awareness of the role of television in the home. Therefore, the fifth and final goal showed an involvement and increased awareness of 78% of the parents of the target students, successfully meeting the criteria established.

Conclusions

All five of the writer's goals were met through cooperation and active involvement on the part of the classroom teachers, parents and students. As Kaplan (1985) states, two key elements are necessary if children are to be transformed into active critics of the world as portrayed through television. Adult guidance (parent and teacher) and discussion are imperative. Children need help to sort out the social messages presented on TV (Kaplan, 1985). The results of the first and second goals are evidence of these beliefs.

With the competition growing among networks to control ratings by aiming for the younger audience (Farber, 1987), it is crucial for schools to rethink their position as Merrow (1985) emphasizes by providing children with access to how television is made and to TV-making equipment. The third goal is considered an overwhelming success by the writer, not so much because of the number of even quality of productions, but because of the eagerness, curiosity and creativity evidenced by the young students involved. Repeated pleas to do more, to learn more, to become actively involved was the bonus. The sense of accomplishment and pride that shown in students' faces, as well as the desire to do a good job made them actively involved in the outcome. Students critically evaluated what they were doing and became more aware of "tricks" and gimmicks used on TV. Students became better informed consumers through these activities, as Merrow (1985) stated. The combined results of the second and third goals reinforces the NEWIST experiment in Green Bay, Wisconsin (Levin, 1986). The writer feels that the results from these goals confirms the finding that a close relationship exists between critical viewing and critical producing. Learning how to produce a television show can enhance skills of critical viewing as espoused by Thun and Lettig, telecommunications and NEWIST directors (Levin, 1986).

If TV then is to be used as an educational tool and not as the children's babysitter, and a "plug-in drug" as

Winn (1985 suggests parents and teachers need to work together and develop a solid foundation of knowledge to help them determine the potential impact this medium can have on youthful learners (Raffa, 1983). The formation and strategies provided in goals four and five gave, parents and teachers alike, additional means of increasing critical televiewing skills in young children. As Wilt (1979) and Merrow (1985) propose, these skills allos the child to control TV instead of allowing TV to control him/her. This point was stressed repeatedly, throughout the practicum implementation, to parents, teachers and students.

As Bennett (1986) states, the relationship between school and parents is reciprocal; both must do their part and be able to count on the other. Television can inform and enlighten (Bennett, 1986) or it can be harmful (Singer, 1987). The "passive" nature of TV must be dealt with and children must be taught to question what they see and be selective in the quality and frequency of viewing time. This is what parents and teachers can help children learn to do by encouraging discussion and critical evaluation of the values TV presents. Also, by helping students to become active participants through "hands-on" experiences, thus parents and teachers alike create better-informed consumers of television, who will demand better programming (Merrow, 1985).

This then is what the writer proposed to do through the implementation of her practicum. In evaluating the results

of the five goals, established for this purpose, the writer believes she successfully met the criteria set by her objectives. However, the writer also believes that this is only a beginning and a continual implementation is needed. The writer therefore, intends to continue with these goals and increase the efforts to improve children's ability to be selective and critical in their viewing and evaluation of program content.

Recommendations

The greatest obstacle encountered while implementing dealt with time. Scheduling of meetings with parents, teachers and students, as well as preparation for and actual involvement in classroom activities and "hands-on" productions involved much flexibility and organization.

While teachers were familiar with ITV programs and regularly used at least one program, time was needed to better integrate the use of these programs into the regular curriculum, as well as to incorporate strategies using critical televiewing skills. Meetings and conferences, preparation for and presentations of televiewing activities, and the coordination of video crews, as well as participants' schedules, all presented time challenges. In addition, complications scheduling "hands-on" productions were encountered due to the periodic inaccessibility of the videotaping equipment, which was quite old and massive. No editing equipment was available.

Several suggestions are recommended:

1. More active involvement of the media specialist, if possible.

2. Several centers of distribution for video equipment, with equipment available either in each pod area or for every two or three grade levels.

3. Additional video equipment, with at least one camcorder, for use in school-based tours or "on location" taping of interviews and events; real-life situations, fitting into the teachers' lesson plans (Denton, 1985) can be experienced.

4. Editing equipment, so the finished product can be polished and distributed on a wider base.

5. Permanent sound stage for school-based news programs, interviews, etc.

6. Extra time allowed for re-takes, schedules, changes, and dealing with varying abilities and ages of children.

Another obstacle encountered, dealt with school and county policy and the belief in the right of privacy when dealing with parents and children in their home. The writer dealt with the situation as it existed and made accommodations when the change in approach was evident. Prior preparation had taken place, but the need for flexibility and diplomacy is imperative. The writer decided to take a low-key approach because it fit with the situation.

The only recommendation, therefore, would be to:

1. Be prepared for change of plans and possible sensitive or defensive reactions from parents or administrators -- be forearmed.

2. Always have one or two alternate plans of action or methods which could be presented and used to accomplish the purpose.

The final recommendation is two-fold:

1. Work closely with the County Media coordinator.

2. Seek advice from an experienced grant writer and begin a year or more in advance if a grant is desired to implement or expand the project. Several research experiments deal with critical and creative use of television in the schools, as well as the successful use of interactive cable television. The Getty Foundation, the NEWIST program and school districts in Illinois and Minnesota have ideas and defenses for such programs (Duke, 1984; Levin, 1986; Robinson, 1985).

Dissemination

Prior to the completion of this practicum, the writer was able to present the practicum intent and available results to a group of Gifted teachers, administrators, and classroom teachers at a seminar in April, 1987. In addition to this, plans have been made to present results and extend this practicum through a series of parent and teacher workshops.

It is also the writer's intent to work more closely with the school system's Media Director and the Teacher Education Center. Along with the above-mentioned personnel, the writer will write a grant proposal to fund an interactive cable television program for the county, and will work to establish the development of critical televiewing

strategies as part of the county's curriculum policy.

Finally, the writer intends to develop a pamphlet for distribution, at the county level, entailing the positive and negative effects of televiewing and suggested strategies for developing critical televiewing skills and habits, as well as submit an article to an educational magazine underscoring the importance of critical televiewing strategies as part of school curriculum.

To summarize, one cannot ignore the effects of unsupervised televiewing time on our children -- to do so could be disastrous. As technology advances, so will the problem increase. As children have been taught to read critically, so they must be taught to view critically. Active, not passive viewing must be the concern of all those involved in a child's future.

Parents and schools alike need to work together in addressing media literacy in its totality. "Hands-on" activities designed to include critical evaluation of televiewing habits and skills, can be implemented using existing curriculum as a springboard. Inservice programs could offer teachers any training needed to deal effectively with this "real-life" problem. In dealing with critical viewing skills of children, teachers would be further developing the ability of young children to think critically and solve problems. Skills developed at school would be applied and reinforced in the home. Such lifelong skills should be considered "basic" and not just a frivolous extension of the classroom curriculum.

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APPENDIX A

PRE SURVEY: KNOWLEDGE OF TELEVIEWING HABITS/SKILLS

NAME_____

TV AND YOU

Put an "X" in the box if you think what the sentence says is true.

1. /__/ I turn on the TV and just watch whatever is on that channel.

2. /__/ I turn on TV and just keep flipping the channels until I see something that looks interesting.

3. /__/ I turn on the TV and hope something will be on that I like.

4. /__/ I know what programs are on and when they are on without checking. I usually just watch:

   /__/ game shows /__/ cartoons /__/ police or war movies

5. /__/ I read the newspaper or ask someone older to find out what's on.

6. /__/ When I go home, I like to turn on TV.

7. /__/ Sometimes I turn on TV, but I really don't watch it.

8. /__/ The programs I like best have a lot of action.

9. /__/ I can watch whatever I want on TV. I mostly watch _____ (fill in).

10. /__/ I usually discuss programs I watch with my parents or teacher.

11. /__/ I watch or listen to TV/video before and after school and while eating.

12. /__/ I watch TV/video for a long time on Saturday.

    About how long do you think you watch TV on Saturday? _____

APPENDIX B

POST SURVEY: KNOWLEDGE OF TELEVIEWING HABITS/SKILLS

POST-SURVEY

TV AND YOU

Name _____

(Put a check on the line under "yes" or "no").

		YES	NO
1.	I plan what I watch.	___	___
2.	I talk about some of the programs with my Mom or Dad or teacher.	___	___
3.	When I go home, I try to do something else besides watch TV.	___	___
4.	I really think about what I'm watching to decide if it is good to watch.	___	___
5.	I have cut back some of my viewing time.	___	___
6.	I like a lot of action on television shows and watch a lot of shows with action.	___	___
7.	When I play with my friend, I still watch TV a lot.	___	___
8.	I watch TV while I'm eating.	___	___
9.	I keep flipping the channels until I see something that I like.	___	___

10. I mostly watch (check one or more).

___ game shows ___ cartoons ___ police or war movies

___ family shows ___ mysteries

*If my TV broke, I would _____

_____.

*On Saturday, I usually _____

_____.

APPENDIX C

PRE/POST ATTITUDE SURVEY

DIRECTIONS: CIRCLE programs you like to watch and say why. If you don't know why, leave space blank. Choose from the suggested reasons why or write your own reason (Cross-age tutors used for help).

PROGRAMS YOU LIKE TO WATCH	WHY YOU WATCH (Funny, fighting, action, kindness, like the story, like the characters).
Gobots (cartoon)	
G. I. Joe (cartoon)	
Shera (cartoon)	
Smurfs (cartoon)	
Cosby Show	
Give Me a Break	
Miami Vice	
A-Team	
Kate & Allie	
Scarecrow and Mrs. King	
Simon and Simon	
Magnum, P. I.	
Hill Street Blues	
Mr. Rogers	
Sesame Street	
News Shows	
Baseball	
Football	
Golf	
War Films	
Wild Kingdom	
Ripley's Believe It or Not	
Wheel of Fortune	
Price Is Right	
Rocky, I, II, III (video)	
Rambo (video)	
Karate Kid (video)	
Dumbo	
Mary Popins	
Other:	

VIEWING LOG
(Optional)

Have Mom, Dad or someone older help if you can. List what you watch. Try it for a whole week or more. Don't worry if you miss a night or don't list everything.

NAME	DATE	PROGRAM WATCHED	HOW WAS IT?

_____ watched the above programs and filled in the log (with help is okay!)

_____
(Parent's Signature)

APPENDIX E

TEACHER LOG OF ACTIVITIES

Teacher's Name_____

TEACHER'S LOG OF CLASSROOM ACTIVITIES

Date	Program Watched	Strategies Used

Extended Activities Planned for Classroom: (Puppet Read-Along, Community Service, etc.)

Type of Activity Planned Activity Accomplished

The Miami Herald
Sunday, September 14, 1986

DATE:

Rate your family's television habits

This television quiz was prepared in consultation with several experts.

It is intended as a guide to better TV habits, not as a scientific tool that will precisely determine your family's strengths and weaknesses.

It is geared mainly to children who are 12 or younger.

Take the quiz over a three-day period. If you answer a question yes, check the box; if you answer it no, leave the box blank.

At the end of the third day, total your points for each of the four categories.

A key box at the right will help you understand your score and relate it to the TV tips in the box below.

Mitchell Shapiro, Ph.D., associate professor of communication at the University of Miami, assisted in preparing the questions.

How TV affects your day's activities	DAY 1	DAY 2	DAY 3	HOW YOU SCORED
WE RAN late because my child watched TV instead of getting ready for school (or the day's activities)				If you checked 6 or more boxes in this category, TV may be turning into a stumbling block in your child's daily schedule. Think about setting rules on when your child can watch. See tips 1, 7, 17 and 20 in the box below.
MY CHILD ate his evening meal while watching TV				
MY CHILD went to bed right after watching TV				
MY CHILD stayed up past bedtime to watch a show				
MY CHILD watched TV instead of doing homework				

How TV affects the way your child socializes	DAY 1	DAY 2	DAY 3	HOW YOU SCORED
WHEN MY child's friends came to visit, they watched TV rather than played				If you checked 6 or more boxes, TV may be getting in the way of your child's social life. Make sure your child knows that real people deserve more attention than characters on TV. See tips 16, 19 and 20 in the box below.
MY CHILD watched TV alone				
I HAD TO raise my voice to get my child's attention when he/she was watching the TV				

How your child watches TV	DAY 1	DAY 2	DAY 3	HOW YOU SCORED
MY CHILD turned on the TV just to see what was on				If you checked 9 or more boxes, your child could use your help in learning better viewing habits. Help your child select what shows to watch — ahead of time. Make comments and ask questions about programs and commercials. See tips 3, 4, 8 and 18 in the box below.
MY CHILD left the TV on while playing outside or in another room				
MY CHILD turned on the TV without having a specific program in mind				
MY CHILD switched the channel often to find something of interest				
MY CHILD seemed bored by what was on the screen but kept watching anyway				
MY CHILD asked me to buy something that was advertised on television.				

How you can help your child understand TV	DAY 1	DAY 2	DAY 3	HOW YOU SCORED
BEFORE TURNING on the set, my child and I discussed what programs we would watch				If you checked 6 or more boxes, your child is learning to be choosy about what's on TV — and your child is getting the benefit of your time and attention in the process. See tips 2, 5, 9, 10 and 13 in the box below.
I WATCHED TV with my child				
MY CHILD turned on the set right before a favorite program				
I COMMENTED when I saw or heard things I liked or disliked as my child watched TV				
I COMMENTED on a product or service as I watched a commercial				

The Miami Herald
Sunday, September 14, 1986

Rate your family's television habits

This television quiz was prepared in consultation with several experts.

It is intended as a guide to better TV habits, not as a scientific tool that will precisely determine your family's strengths and weaknesses.

It is geared mainly to children who are 12 or younger.

Take the quiz over a three-day period. If you answer a question yes, check the box; if you answer it no, leave the box blank.

At the end of the third day, total your points for each of the four categories.

A key box at the right will help you understand your score and relate it to the TV tips in the box below.

Mitchell Shapiro, Ph.D., associate professor of communication at the University of Miami, assisted in preparing the questions.

How TV affects your day's activities	DAY 1	DAY 2	DAY 3	HOW YOU SCORED
WE RAN late because my child watched TV instead of getting ready for school (or the day's activities)				If you checked 6 or more boxes in this category, TV may be turning into a stumbling block in your child's daily schedule. Think about setting rules on when your child can watch. See tips 1, 7, 17 and 20 in the box below.
MY CHILD ate his evening meal while watching TV				
MY CHILD went to bed right after watching TV				
MY CHILD stayed up past bedtime to watch a show				
MY CHILD watched TV instead of doing homework				
How TV affects the way your child socializes	**DAY 1**	**DAY 2**	**DAY 3**	**HOW YOU SCORED**
WHEN MY child's friends came to visit, they watched TV rather than played				If you checked 6 or more boxes, TV may be getting in the way of your child's social life. Make sure your child knows that 'real' people deserve more attention than characters on TV. See tips 16, 18 and 20 in the box below.
MY CHILD watched TV alone				
I HAD TO raise my voice to get my child's attention when he/she was watching the TV				
How your child watches TV	**DAY 1**	**DAY 2**	**DAY 3**	**HOW YOU SCORED**
MY CHILD turned on the TV just to see what was on				If you checked 8 or more boxes, your child could use your help in learning better viewing habits. Help your child select what shows to watch — ahead of time. Make comments and ask questions about programs and commercials. See tips 3, 4, 8 and 18 in the box below.
MY CHILD left the TV on while playing outside or in another room				
MY CHILD turned on the TV without having a specific program in mind				
MY CHILD switched the channel often to find something of interest				
MY CHILD seemed bored by what was on the screen but kept watching anyway				
MY CHILD asked me to buy something that was advertised on television.				
How you can help your child understand TV	**DAY 1**	**DAY 2**	**DAY 3**	**HOW YOU SCORED**
BEFORE TURNING on the set, my child and I discussed what programs we would watch				If you checked 6 or more boxes, your child is learning to be choosy about what's on TV — and your child is getting the benefit of your time and attention in the process. See tips 2, 5, 9, 10 and 13 in the box below.
I WATCHED TV with my child				
MY CHILD turned on the set right before a favorite program				
I COMMENTED when I saw or heard things I liked or disliked as my child watched TV				
I COMMENTED on a product or service as I watched a commercial				

APPENDIX H

ADDRESSES FOR TELEVISION ASSOCIATED

NETWORKS AND ORGANIZATIONS

The following addresses are networks and organizations concerned with the concept of quality TV broadcasting.

These are all groups that will be receptive to your comments, suggestions and opinions relating to all areas of television.

FEDERAL COMMUNICATIONS COMMISSION
1919 M Street, NW
Washington, D.C. 20554

NATIONAL COUNCIL FOR CHILDREN AND TELEVISION
20 Nassau St., Suite 215
Princeton, N.J. 08540

CBS
51 West 52nd Street
New York, N.Y. 10019

NBC
30 Rockefeller Plaza
New York, N.Y. 10020

ABC
1330 Avenue of the Americas
New York, N.Y. 10019

PBS
475 L'Enfant Plaza S.W.
Washington, D.C. 20024

NATIONAL CITIZEN'S COMMITTEE FOR BROADCASTING
1530 P Street, N.W.
Washington, D.C. 20013

T.V. GUIDE MAGAZINE
P.O. Box 400
Radner, Pa. 19088

APPENDIX I

PARENT WORKSHOP:

AN OUTLINE

OUTLINE FOR PARENT WORKSHOP ON TELEVIEWING SKILLS

I. INTENT OF TAKE-HOME TELEVIEWING ACTIVITIES - Learn control of TV, Evaluate viewing habits, analyze content of programs watched, discuss message and values, after viewing time and selection role model

II. ACTIVITIES EMPLOYED IN THE CLASSROOM - ACTIVE VIEWING, TELEVISION LITERACY

III. IMPORTANCE OF: Selective time for viewing

Use of TV Guides

Parent/Student discussion of programs
- values, lesson learned
- characterization, plot
- intensity of stimuli accompanying behavior
- emphasis of prosocial behavior
- inaccuracies, true versus ideal, family relations, behavior, etc.
- commercials - purpose and techniques
- active versus passive viewing
- parent as role model

IV. VARIETY OF IDEAS FOR TELEVIEWING FROM: VIDEO (Chaney/Potter, 1980) TV - A TOOL FOR TURNING ON THINKING (Villalpanda, 1982) - *WHAT TO DO AFTER TURNING OFF TV - (Lappe, 1986) - *HANDOUT - PAMPHLETS, BOOKS, AND GUIDES FOR FAMILY'S TELEVIEWING TIME (Miami Herald, September 15, 1986).

V. HANDOUTS - VIEWING HABITS LOG (Appendix D)

TIPS FOR PARENTS/HOME TELEVIEWING SKILLS, PAMPHLETS, BOOKS AND GUIDES FOR FAMILY'S TELEVISION TIME (Miami Herald, September 15, 1986)

ADDRESSES OF ORGANIZATIONS RELATED TO TV

VI. ONE WEEK TO ONE MONTH VOLUNTARY "TURN-OFF"

VII. ORGANIZATION OF PARENT GROUP
- Curriculum Policy Legislation
- Network Targets

VIII. MEDIA PRODUCTION CLUB ORGANIZED - ACTIVE INVOLVEMENT

IX. OVERVIEW/CRITIQUES FOR UPCOMING OR POPULAR TV PROGRAMS FOR CHILDREN

3-2-1 CONTACT (Developed from PBS Program
Thundercats (Lorimar-Telepictures Publications, Inc.
Child (Magazine: Child Magazine Publishing, Inc.
American Film (Magazine: CBS/FOX Company
NEA Today - Contact School System, Washington, D. C.

*Oriented toward parents/families.

Pamphlets, Books and Guides for Your Family's Television Time

Miami Herald Sept. 15, 19[illegible]

✔ Get a free pamphlet, *Television and the Family*, that lists tips on TV viewing. Send a stamped, business-size, self-addressed envelope to:

Department C, TV Pamphlet
American Academy
of Pediatrics
P.O. Box 927
Elk Grove Village, Ill. 60007.

✔ Receive a free copy of *Children and Television: What Parents Can Do* by sending a business-size, self-addressed, stamped envelope to:

National PTA
Publications Department
700 North Rush St.
Chicago, Ill. 60611

✔ For an in-depth look at how networks portray family life, send $5 to the National Commission on Working Women and receive a copy of *Prime Time Kids: An Analysis of Children and Families on Television*. Write:

NCWW
1325 G Street, N.W.
Washington, D.C. 20005

✔ To help your child learn how to deal with TV ads, subscribe to Penny Power, a kids' magazine published by Consumers Union. Kids test products and give advice. Cost: $11.95 per year for six issues. Write:

Penny Power
P.O. Box 2878
Boulder, Colo. 80322

✔ Looking for the *Different Strokes* episode that dealt with child molesting? Or that *Nova* special on the human brain? Check Kidsnet, a computerized source of information on kids' radio and TV programs. Get descriptions of programs, air dates, study guides and a list of home video programs for kids. Check your school or library; or to subscribe, write:

Kidsnet
P.O. Box 65089
Washington, D.C. 20035

✔ Want your young reader to regulate his TV diet? Try these books written for kids:

● *The TV-Smart Book for Kids*, by Peggy Charren and Carol Hulsizer, E.P. Dutton, $6.95. This includes puzzles, games and other ideas for kids 7-12 from Action for Children's Television.

● *Kid's TV Guide*, by Joy Wilt, Word Inc., $4.95. Advice on what's harmful and what's helpful.

✔ Get ideas on advocacy for children's programming. Receive a free information packet and order form for ACT handbooks by sending a self-addressed, business-sized envelope to:

Action for
Children's Television
20 University Rd.
Cambridge, Mass. 02138

✔ For a list of articles about TV's effects on aggression and imagination, write:

Family Television Research
and Consultation Center
Yale University
405 Temple St.
New Haven, Conn. 06511

✔ Get some tips on how teachers use TV. Ask for *Fastback #208. Using Television in the Curriculum*, a booklet by Rosemary Lee Potter. Cost: 75 cents. Write

Phi Delta Kappa
Eighth and Union, Box 789
Bloomington, Ind. 47402

✔ *Television and Families*, a quarterly magazine, provides information on TV-related topics. Subscriptions are $25 a year. Write:

National Council for
Families & Television
20 Nassau St., Suite 200
Princeton, N.J. 08542

TWENTY TELEVISION TIPS - Miami Herald - Sept. 15, 1986

1. Set reasonable limits on TV use.

2. Watch with your children. You don't have to watch every day, but try to view a particular program with your children at least once a month. Discuss it. See how they react.

3. Help your children select programs ahead of time. When the TV schedule appears in the Sunday newspaper, sit down together and decide what your family will watch that week.

4. Turn off the set when a show is over.

5. Keep an atlas and dictionary by the set. The atlas can help your child find out where the Indian cobra lives or pinpoint where the Miami Dolphins are playing their next away game. The dictionary is good for finding out things such as: What's a "grip" in the program credits?

6. Don't use television as a reward or punishment. Otherwise, you'll overemphasize its importance.

7. Take stock of what your children do each day. Their TV time should be balanced against time they need to play, do homework, finish chores, talk to friends and talk to you.

8. Explain that a commercial tells viewers about a product and is separate from a program. Children younger than 7 or 8 may not clearly understand the difference.

9. Talk about scenes or shows that confuse or frighten your kids. Explain how the scene was filmed and why what happened on television isn't likely to happen to them.

10. Explain what violence is and how it hurts people. Children know that shooting and fist-fighting are violent acts. They may not understand that yelling, breaking furniture, chasing and stealing are also acts of aggression.

11. Aid memory and observation with questions after a program is over. What color was Punky Brewster's shirt? Why was Webster crying? What letter of the alphabet did Big Bird talk about?

12. Tie television to the printed word. When a Dr. Seuss special is scheduled, have *The Cat in the Hat* or *The Grinch Who Stole Christmas* nearby. And for a beginning reader, jot down a few lines of dialogue during your child's favorite program so the child can read it afterward.

13. Use TV episodes and commercials to talk about emotions. What would it feel like to get the winning run? Why did you laugh at that?

14. Encourage social awareness: Have older kids do a stereotype search — macho men, helpless women — and keep a list of trite TV characters. For younger children, make a positive comment when characters break out of their conventional mold — when a woman changes a tire or a man does the dishes.

15. Don't be afraid to say no to a program you think is inappropriate. Explain your reasons.

16. Avoid keeping the television on when company visits or when it's time for meals or homework.

17. Don't put a set in a child's room where viewing is unsupervised.

18. Keep the set away from the middle of household traffic.

19. Be sure to tell your baby sitter what your child is allowed to watch.

20. Plan other recreational activities for your kids. Set up a simple exercise plan after school — bike riding, dancing, soccer — or active play with friends.

Sources: Action for Children's Television; Rosemary Lee Potter, teacher and TV consultant; American Academy of Pediatrics; Dorothy G. Singer, Yale University psychologist.

HOW PARENTS CAN HELP CHILDREN LEARN GOOD TELEVIEWING SKILLS AT HOME

- Watch a television show together, then discuss/evaluate the show.
- Watch and discuss television advertising with your child.
- Help your child select television shows to watch.
- When choosing videos, choose some for your child with a lesson; example, Pollyana, or discuss plot, characterization, etc.
- Help your child develop a wider oral vocabulary. Find words in a program that are unusual or used in a confusing or different manner and discuss, clarify or use. Make it a word for the day.
- When describing a program or reasons for like and dislike, help your child be more specific - try to find out what his/her standards are for "good" vs. "bad", "silly" or "dumb", etc.
- Encourage your child to become involved in the plot. Ten minutes before the program is done, have him/her decide how it might end and why. When the program is over, how might it be changed and why.
- Help them become involved in writing, so stations will keep programs that are entertaining, have a good story line, show characters in a positive manner, etc.
- Encourage them to be more selective in their TV viewing. Help them to stretch their tastes by adding variety, e.g., game show (Jeopardy, etc.) with some educational value, family programs, nature programs, mysteries, etc. -- not just cartoons.
- Encourage them to turn off the sound and discuss sound effects and moods.
- Help them use a TV guide or newspaper listing of programs.
- Decide on a viewing time per day, and help in choosing programs that can be watched.
- Suggest ideas for times when TV watching is not permitted or limit on time is up -- reading a book, writing their own segment of a program or series, etc.
- Discuss/brainstorm what sound effects and special visual effects might have been created. These ideas can be used later in audio/visual presentations.

ACTIVITIES AT HOME

DIRECTIONS: *Pick a show each night, watch it and think about the questions listed below. (Are you able to tell when a TV show isn't telling the "whole truth?" You might want to think about some of these things when you watch a drama, comedy, or action show on TV).

1. Do the characters have a good and a bad side? Do the characters remind you of anyone you know -- neighbors, friend?

2. Are you able to believe what happens in the story -- the plot? Do you think things like what you see happen in the story could ever happen to real people?

3. Is there a lot of violence or bad language in the show? Are these just included to shock you or make you feel excited? Would you still like the show if they took out some of the violence or bad language?

*Think as you watch. What did you learn from the show? Talk about it with your Mom and Dad, friends or other family members. What do they think? Talk to your teacher!

APPENDIX J

TEACHER WORKSHOP:

AN OUTLINE

AND

ACTIVITY HANDOUT

OUTLINE OF WORKSHOP FOR TEACHERS ON TELEVIEWING

I. TELEVIEWING ACTIVITIES FOR USE IN THE CLASSROOM -

- Television Literacy
- Active Viewing - Critical Thinking Skills
- ITV Programs - Who, What, When, Where, Why, & How Questioning Techniques
- Critical Viewing:
  - plot, characterization
  - values, lesson learned
  - intensity of stimuli
  - prosocial behavior
  - inaccuracies, true versue ideal
  - commercials - purpose/technique
  - active/passive viewing
- Adult Example - parents/teachers - role model and *need for discussion

II. "HANDS-ON" CAMERA TECHNIQUES
- set up of equipment
- performance/language

III. IDEAS FOR CRITICAL AND CREATIVE TELEVIEWING IN THE CLASSROOM
- NEA Today (Washington, D. C.) - Critiques of educational videos and TV programs, dates, time and channel
- Video - Book of activities - Chaney/Potter (1980)
- TV, A Tool For Turning On Thinking - Book of activities (Villalpanda, 1982)
- Student interests - develop active viewing and involvement in outcome

IV. VIDEOTAPE PROGRAMS - BY AND FOR THE STUDENT - Active Involvement

V. PROJECTS
- Worthwhile viewing sheet - (Information from NEA Today (Washington, D. C.)
- Plays, community service, etc.
- Video club
- Homework activities - Refer to parent handout (Appendix I)
- "Turn Off" club

VI. TECHNIQUES FOR ITV OR HOME VIEWING
- General Concepts for Questioning - (can be varied, depending on the type of program watched - story, documentary, how to, etc.)
- Discuss purpose of program - before and after

- Examples:
  Who - was involved, who could use this information
  What - happened (main idea), What did you learn (Details), What will happen next, What were the strengths/weaknesses?
  When - does (Did) this happen, When should you apply information?
  Where - did this take place, Where could you find more information, Where can you apply this knowledge?
  Why - why do you need this information, Why did this happen, Why was this type of presentation used?
  How - How could you use what you learned, How would you change what you saw, How would you change the ending?

Worthwhile Viewing

Dear Parent,

The following (movie, television program) _____, will be shown in our area at _____, in (theater, TV channel) _____.

This is a program worth seeing and I would like to suggest that you and your child view it together. After seeing it, take some time to talk about these points:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

We will also be discussing this (movie, TV program) in class and it will be good if your child is familiar with it. Thank you for your help.

_____

Teacher

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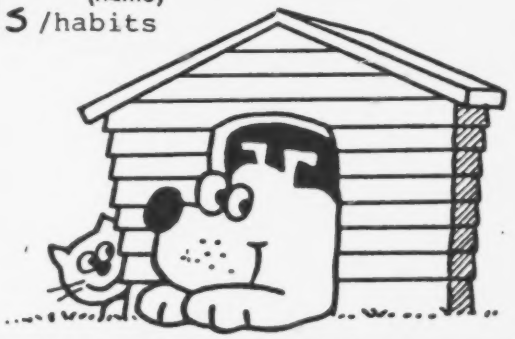
APPENDIX K

HOME VIEWING CALENDAR --

_____ Home Learning Activities _____

(month) (name)

For Televiewing Skills /habits



LEARNING ACTIVITY FOR TELEVIEWING SKILLS

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
136						137

Parent—Sign and Return: _____ **Date:** _____

APPENDIX L

CALENDAR OF IMPLEMENTATION ACTIVITIES

CALENDAR OF ACTIVITIES

Pre-implementation

July, 1986 - September, 1986 - Prior to Implementation:

- Interviewed randomly selected students, parents and teachers.
- Assembled materials - preview and categorize possible activities.
- Set up schedule with media specialist for use of video equipment.
- Acquired volunteers.
- Chose televiewing activities for home and classroom.
- Arranged workshop times/training sessions.
- Contacted television stations.
- Contacted targeted classroom teachers and other teachers of the Gifted; set up tentative plans.
- Submitted proposal.

Implementation

October, 1986

- Target teachers' meeting - televiewing strategies for home and school (Appendix J).
- Logs provided for target teachers' use (Appendix E).
- Meetings with volunteers/aides - discuss project.
- Orientation target second grade students, teachers, aides and volunteers - camera techniques and equipment familiarity.
- Pre-survey questionnaires - televiewing habits/interests (Appendix A).
- Writer's time volunteered for target classroom activities.
- Conferred with target teachers - implementation of classroom strategies (Appendix E); scheduling of presentation by writer.
- Provided pre-attitude surveys (Appendix C).

- Planned with first of the four target second grade teachers - scheduling of target classroom videotape project ("hands-on" activity).

- Televiewing skills/habits discussed with selected fifth grade students. (Focus - Supervision of young siblings; family discussions).

- Trained randomly selected third grade target students - use of video/camera equipment; videotaped a "special request "Community Service Advertisement."

November, 1986

- Low key contact of parents. Discussion of strategies and activities (Appendices F and I).

- Videotaped first target classroom ("hands-on") production; discussed viewing strategies with students (Appendices I and M).

- Faculty meeting overview of first target classroom's video production; scheduling of airing times provided; feedback requested.

- Presentation of televiewing strategies - target second and third grade Gifted students; inclusion of Gifted 4th grade students.

- Family television presurvey (Appendix F) conducted, randomly selected students; presentation of selected strategies - Parent Overview (Appendix I).

- Primary level parent involvement tri-session plans developed; plans presented to target school's administration and Teacher Education Center; writer's segment (Appendices F, G, and I) outlined.

- Assembled information from presurveys (Appendices A and C).

- Conferred on classroom televiewing strategies (Appendix J) and Log of Activities (Appendix E).

December, 1986

- Viewing Log (Appendix D) and Video Home Calendar (Appendix K) explained and provided to selected second and third grade target students; parental signature required.

- Discussed with selected target students, student/parent sharing of entries; need for limiting viewing time, and

program selection; assigned study of content for positive and negative value system.

- Target students encouraged to continue strategies over holidays; alternate activities for TV viewing suggested.

January - March, 1987

- Interest Inventories (Appendix N) Viewing Time questionnaires (Appendix O) provided for target students.

- Met with selected target teachers in County Gifted Program. Suggestions for implementing activities with students.

- Worked with second target classroom. Productions of Abe Lincoln's boyhood and thematic approach to Presidents; videotape provided for parental viewing. Feedback requested and evaluated.

- Continued "hands-on" productions with randomly selected target second and third grade Gifted students.

- Planning TV station trip for target second and third grade Gifted students; discussions with TV personnel.

- Plans for extended group interaction cancelled due to transportation problems.

- Continued discussion with target teachers - classroom strategies and Viewing Log.

- Continued writer's presentations in individual target classrooms.

- Student TV monitoring and report on content - stickers awarded; parental signatures and feedback received.

April - June, 1987

- Continued implementation of critical/selective home-based viewing activities.

- Concurred with teachers and students over classroom-based activities.

- Worked with third target second grade teachers and students - videotape plans finalized; reviewed tele-viewing strategies - positive/negative aspects of TV; volunteers and aides enlisted for practice and taping sessions.

- Completed videotape productions of third target classroom - fable and child-oriented tour of library.

- Concurred with teacher and students over classroom-based activities; collected responses from home-based activities.

- Media specialist involved in library tour - summer reading program.

- Productions of third target classroom aired on limited basis; plans for expanded viewing finalized.

- "Turn-off TV" week note and return slip (Appendix P) sent home - linked with "Year of the Reader."

- Presentation to target school's faculty of "Turn-off TV" week - purpose and activities; follow-up involvement - letters to stations.

- Follow-up letter and list (Appendices Q and H) distributed to K-5 teachers for extended class activities; banners and posters displayed.

- Follow-up message to parents about "Turn-off" TV week results included in newsletter.

- Results from "Turn-off" TV week evaluated.

- Selected target students met with TV personnel; toured TV stations; discussed programming, etc. Reading materials distributed. Target students' feedback gathered.

- Videotaped production written by fourth target second grade teacher and students; target teacher guided oral discussion - critical viewing skills.

- Tri-session parent involvement workshop included in 1987-88 Annual Growth Plan of target school.

- Two additional second grade classrooms requested involvement in project; other four second grade target classrooms completed productions.

- Discussions with two remaining second grade teachers for inclusion in projects; presentations arranged.

June 1-15, 1987

- Developed "hands-on" presentations with two additional second grade classrooms - Inventors' Countries; reviewed critical viewing skills. Students prepared props; practiced with volunteers and aides.

- Aired videotapes on Inventors and Countries primary age level audience. Questions on program content and suggested summer activities as follow-up.

- Gathered information from post surveys (Appendices B and C), compared with pre surveys (Appendices A and C): evaluated results.

- Gathered post-viewing habits (Appendix G) information; evaluated results of pre and post viewing habits (Appendices F and G) from target students and random parents.

- Randomly selected 16 K-5th grade students to participate in final videotape on effects of televiewing; requested volunteer time.

- Met with parents of 16 selected students; discussed project, televiewing concepts.

- Held two 20-minute "before-school" practice sessions; discussed concepts of critical viewing skills and function of video with volunteers. Students added to script; brought and made props.

- Three "before-school" and one "after-school" sessions used for "effects" for videotape completion. Review questions and letter of explanation distributed to K-5 teachers (Appendix R).

- Videotape on effects of TV viewing aired in target school; two days available for viewing.

- Writer observed discussions stemming from videotape in randomly selected classrooms. Discussed feedback.

- Discussed strategies with target teachers; gathered information from Teacher Log (Appendix E).

- Evaluated parent and teacher's responses of home/school viewing skills/activities and "hands-on" productions.

- Handed out certificates to all target second and third grade students and random group of K-5 students for "active" involvement in educational TV productions.

- Presented specially made buttons, certificates to students participating in "Turn-Off TV" week campaign.

- Pamphlets to parents on "Using TV to Teach" (Appendix S) to target second and third grade students.

- Assembled all information; reviewed and compiled results.

- Discussed continuation and expansion of project. End of implementation - June 15, 1987.

FOR STUDENTS

*Share these activities with your family. Compare ideas. Then share them with your teacher and classmates.

EAGLE EYE AND EAR CLUB STRATEGIES

Directions - Choose one or more to do each day.

1. Think of some things that bother you about television (or just one program) and write them down. Now talk with your family about ways to solve them.

2. Keep track of violence on television. Choose several programs, write the name of each. Now record every act of violence in the show. If it's very violent, put a star by it. Find the total of violent acts for each program. Rank them . Which is the most violent, which is the next and so on. It should end with the least violent.

3. Watch your favorite program. As you watch it, think about how is will end. During a commercial, write down how you think it will end. (How did it end? Would you change the ending? If so, how?)

4. Write a riddle or a clue about a program you watch.
   Example: What is the name of a show, if nine is t-o many? (EIGHT IS ENOUGH).

5. Name all the characters in the program. What is their role? Do they need to be in the program? Who is the most important character?

6. While you watch TV during the next two days, especially the news, write all the facts you hear; also listen for opinions and write those:

IS THAT A FACT?	
FACT	OPINION
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

7. Make lists of TV programs:

   A list of programs about hospitals
   A list of programs about police
   A list of programs about families

8. Some programs are make-believe or have impossible things happening. List these programs - don't include cartoons. Example: Star Trek, Knight Rider, The Wizard, etc.

9. After doing Activity 2 -- Watch your favorite cartoons. Which ones have a lot of violence? Example: Road Runner and the Coyote, Bugs Bunny and Elmer Fudd, G. I. Joe

   Which have less violence - a little?
   Example: The Poppells, Care Bears

   Now, which ones have some violence, but the violence is shown as being wrong or is in the act of defending -- not attacking?

10. One TV sometimes things are forgotten or mistakes made. Example: A cowboy in a movie about the Old West might be wearing a watch. Someone may hold a book upside down, while pretending to read. See how many mistakes you can find.

    NOW! See how many "unreal: things you can find - Example: Children on programs who never seem to get in trouble, police officers who drive very expensive cars and do what they want, cars that crash and no one gets hurt.

11. Watch a TV program and find out:

    Name of the program, channel and time, type of show (comedy, mystery, science fiction . . .), who stars in it, name of the main character, who is the hero or heroine, who is the villain? In one sentence, what is it about?

12. After watching a commercial, decide what things were good or believable and what things were not done well or maybe not true.

    Now, make up your own commercial for your favorite product. Remember you can use songs, rhymes or jingles, but, what you say must be true. Create a new product or new name if you want.

13. Write a letter to the TV station in favor of or against a TV program. Be sure to mail it. Get your friends to write one, too.

14. Take a survey - Ask 20 people, "What is your favorite program? Why?" "What is your least favorite program? Why?"

    Now look at the answers. Find out which program got more than one person's vote for most favorite. What about least favorite?

15. Watch your favorite program. Now write and act out your script for the next show OR design a "You are There" program. Choose something real or make-believe. Example: Abe Lincoln becoming President, the landing of the Starship Enterprise. Act it out. Use family and friends.

16. Go to the library to help you find out more about something you heard or saw on a program.

17. Name all the things on TV that are meant to scare us. Example: violent storms, dark nights, violin music, monsters.

18. What happens with the volume on TV when the noise goes up? Example: People get excited, it means something dangerous or scary is happening, your family ignores the TV, but talks louder, over the noise. Keep track of these things while watching TV this week.

19. (Use after Activity 18). Now! Try turning the sound completely down. Make notes while you watch as to what might be happening. Use pictures only. Compare your idea to someone in your family or to a friend.

20. Watch one program of your choice. Write all the good things about it you can think of. Write all the bad things.

INTEREST INVENTORY

This Is Interesting to Me!

Some of my special interests are:

_____

_____

_____

_____

I'd like to do some of these projects based on my interests: _____

_____

_____

The one I'd like to work on now is _____

_____

My plan of action is _____

_____

I will be ready to present it to the class by _____.

_____
Pupil

_____
Teacher

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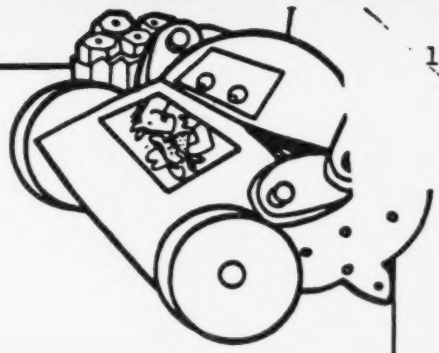
VIEWING TIME



APPENDIX O

VIEWING TIME QUESTIONNAIRE

One of my favorite TV programs is _____

It comes on at _____ *o'clock on* _____ *on channel* _____

I enjoy watching it because _____

_____

_____

A movie I've seen and liked is _____

I enjoyed it because _____

_____

_____

If I were writing a television or movie script, I would write one about _____

Two of the characters would be _____

_____

Here are two things they would do.

1. _____

_____

2. _____

_____

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APPENDIX P

"TURN OFF TV" PARENT NOTE AND RETURN SLIP

Dear Parents,

1987 has been designated as the "Year of the Reader". During the month of April, students and educators throughout the U.S. celebrate National Library Week. We at Caloosa would like to join in this celebration with our own special activities on reading and community awareness. As part of this celebration from April 21st through the 24th, Tuesday through Friday, we would like Caloosa students to "Tune Into Reading". We will have a school-wide silent reading time for each classroom from April 21st through Monday, the 27th.

At home we are challenging students to "TURN OFF TV AND TUNE INTO OTHER ACTIVITIES", such as visiting the library or area museums, reading books, writing stories and letters to friends and relatives, playing games, etc. As the theme for National Library Week suggests, we would like families to "Take Time to Read".

We would like each child to return a slip signed by his/her parent, saying how many days they did not watch television or videos and what other activities they enjoyed during this time. Let's see which class can be #1!

Sincerely,

Please cut off slip and return to school by the week of April 27th.

(Please check one or more and sign at the bottom).

During the week of April 21st-24th:

- ☐ I did not watch TV/video at all for 4 days
- ☐ I did not watch TV/video at all for 3 days
- ☐ I did not watch TV/video at all for 2 days
- ☐ I did not watch TV/video at all for 1 day

During the time you did not watch TV, what did you do most of the time? (Please check one or more)

- ☐ Play games
- ☐ Read books and magazines
- ☐ Ride my bike
- ☐ Write stories or letters
- ☐ Visit the library and/or museums
- ☐ Other _____ (please list)

_____ Child's signature

_____ Parent's signature

Please return the slip by the week of April 27th. Thank you.

APPENDIX Q

FOLLOW-UP LETTER TO TEACHERS

FOR "TURN-OFF" TV: EXTENDED ACTIVITY

April 30, 1987

Dear Teachers,

As a follow-up exercise to our "Turn Off TV" week, students might watch programs on TV and look for the number of times someone is shown reading or with a book in hand. After one week, discussion could lead into the need for more people to be shown on TV reading instead of watching television, etc. -- both commericals and programs could be focused. Finally, a "real-life" activity could take place using students' writing skills. A letter could be written to one or more of the organiaztions listed (attached to this sheet), requesting that more people, especially families, should be shown reading. There are several service announcements, "For Kid's Sake," that suggest this and deal with selective and critical televiewing skills, they are presently only on Channel 11. This might be an alternate activity -- asking the local stations to air announcements of a similar nature and thanking WINK-Channel 11 for airing them.

The addresses on the following page are networks and organizations concerned with the concept of quality TV broadcasting. These are all groups that will be receptive to comments, suggestions, and opinions relating to all areas of television.

It would be fun to see what response students receive, help them see the power they can have as a group, as well as provide an opportunity for what they've learned in school to help in everyday life - outside school.

Sincerely,

Libby Dohrn

Libby Dohrn

APPENDIX R

REVIEW QUESTIONS: HOW TO CHOOSE A PROGRAM

THAT IS GOOD FOR YOU

"EFFECTS OF TELEVIEWING" VIDEOTAPE

June 9, 1987

Dear Teachers,

There will be a brief video-tape program on the effects of TV watching on Tuesday. The harmful aspects are presented first and reinforced at the end. Attached is a list of questions for you to quickly review with your students about the correct way to choose good TV programs. Some of these questions have been mentioned in the videotape, and students are told the teacher has a complete list.

*Also, before watching the video, please mention to your students that the tape was done with very little time for practice and includes K-5th grade students They volunteered their time in the morning before school. The volume will vary due to the microphone's sensitivity, and students' voices, but if the volume is not high enough, some of the younger students' voices won't be heard.

Thank you,

Libby Dohrn

TO CHOOSE THE BEST T.V. PROGRAMS, ASK THESE QUESTIONS

1) Is the program interesting and entertaining?

2) Is the program something I can understand?

3) Will the program make me want to do healthy, worthwhile activities instead of harmful ones?

4) Will the program teach me worthwhile ideals, values and beliefs? Is there a clear difference between right and wrong?

5) Will the program help me appreciate and understand myself and the world around me?

6) Does the program show uncertain endings to crime and violence? Violence does not solve problems! Crime does not pay!

7) Will the program frighten or upset me in any way?

8) Does the program make it clear between real and make-believe?

*TALK ABOUT YOUR CHOICES WITH YOUR PARENTS - BEFORE, WHILE AND AFTER WATCHING.

Wilt, J., A Kid's TV Guide.

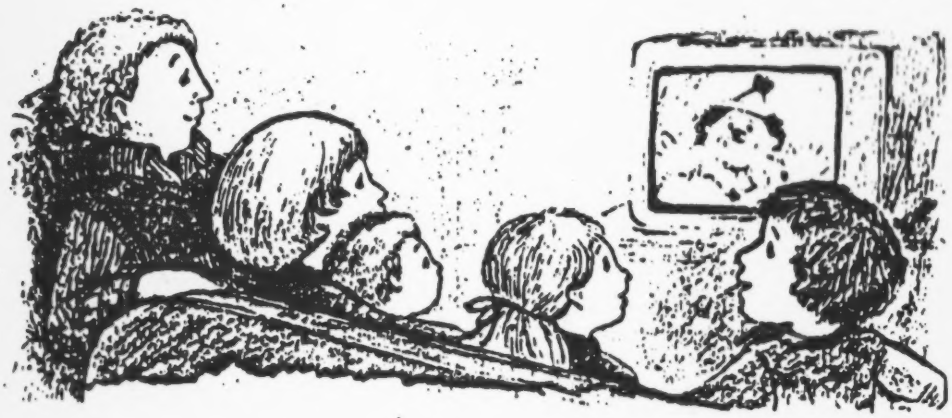
APPENDIX S

PAMPHLET: TELEVISION AND YOUR CHILD

(SUGGESTIONS FOR PARENTS AND LIST OF RESOURCES)

Weekly Reader To Parents

Television and Your Child



"Can TV be harmful to my child?" Parents ask this question over and over. Here's what research has shown.

Aggressiveness. Children who watch a great deal of television (four or more hours a day) are more likely than other children to become aggressive. They may have trouble playing with others in a positive, constructive way. They may be bossy and angry much of the time and may not share or cooperate very well. They may be inclined to hit or push other children and to destroy toys and other property. They may get in trouble in the early grades of school.

Restlessness and difficulty in concentration. Children who spend a lot of time watching television generally cannot play with a game or a puzzle for more than a few minutes at a time. The constant change of scene on television seems to have an effect on their ability to stick with an activity.

Language development. You might think that children can learn a lot of new words from television. But in order to learn new words, a child needs to practice *saying* those words over and over. Children who play make-believe games and who watch very little television use more different kinds of words than children who do not play imaginatively and who watch a lot of television. When children play make-believe, use of language keeps the game going. Just think of all the words a child needs to play pirate: *ship, shovel, dig, gold, wind, rich, hide, eye patch, treasure,* and so on. Children learn words best by saying words aloud and using them in conversation, not by hearing them on TV.

Interest in the world. Children who watch television a lot may become less interested in other things. Time spent in front of the screen is time taken away from visiting with friends, from developing curiosity and creativity, from exploring the many exciting things in the world. And information taken in by way of television can become confusing if it is not sorted out properly.

"Can TV be helpful to my child?" The answer is a resounding *yes*, but only if television is used properly.

The number of hours of viewing must be carefully controlled.

The programs to be viewed must be carefully selected.

The content of programs and commercials must be discussed by parent and child.

In the following pages you will read more about how to use television as a helpful rather than harmful influence on your child's life.

This supplement is designed for use by parents in the home. It was prepared for *Weekly Reader* by Dorothy G. Singer. Dr. Singer is a co-director of the Family Television Research and Consultation Center at Yale University.

Ground Rules For Good Use Of Television

1. Control amount of viewing time and which shows are watched. Set up *consistent* rules about TV watching. If children start following the rules early, you'll have fewer problems later on. Some parents find that a chart put up on the refrigerator or kitchen bulletin board with children's names and permitted shows is easy to follow and avoids squabbling. To help your child develop good viewing habits, you should encourage the watching of shows that are especially appropriate for his or her age level.

2. Watch with your child. You'll become familiar with what is being watched and you can decide if it's what you want your child to watch.

An especially effective way to use TV is the way some families use a special movie or a concert: as an occasion for a family experience centered around worthwhile entertainment that can involve shared emotions and lead to good talk and memories for years to come. By selecting a special program of high quality, planning the viewing to be sure the whole family is together, and then enjoying the show as a group, you can create an enriching time of togetherness that children will treasure.

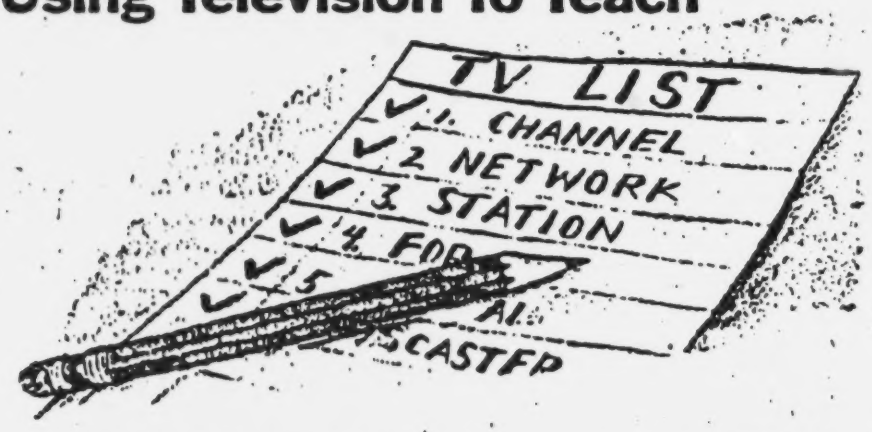
3. Talk about what is seen. If you watch TV together, you can tell your child (especially a preschooler) when something is *real* and when it is *make-believe*. If something is confusing or too complicated for the child, you can explain it. If a program is frightening or too exciting, you can turn off the set and encourage the child to play with an interesting toy or game. For an older child who is attracted by frightening or violent material, you can put in a word of caution—and make sure the child understands that the material is fictional.

If you watch with your child, TV can be a springboard for conversation about feelings. When anger, jealousy, worry, sadness, or joy and happiness are presented in a program, you can talk about the situation and the emotion and point out similarities to or differences from what happens in your family. When a program is over, you might select an incident related to how people get along with others and rehearse appropriate behavior with your child.

You can use the material presented on TV to teach your child about people of different races, religions, and nationalities. You can correct some of the child's misunderstandings or early prejudices which might be stimulated by presentation of certain characters in a story as evil, weak, fearful, or stupid.

4. Don't let TV be a substitute. Make sure that your child is not using television watching in place of more active social and educational experiences. Permit TV only if the child also spends some time in active prereading or reading experiences and in active play with brothers and sisters or friends. *Don't get into the habit of using TV as a babysitter!*

Using Television To Teach



Television can be a source of much active learning and can also provide ideas for creative play. Here are some TV-related activities your child might want to try.

1. TV Lists

List programs that tell about hospitals, police stations, school, or farms/ranches.

List programs (other than cartoons) that contain make-believe or impossible elements, such as "The Muppet Show," "Knight Rider," "The Wizard," and "Star Trek."

What do these terms mean? (*TV vocabulary*)

channel	first of a two-parter
station	90 minutes
network	spin-off
NBC, CBS, ABC	show host
rerun	anchorman or anchorwoman
repeat	newscaster
special	sponsor
format	sold separately at participating dealers only
serial	

2. TV in the Newspaper

Find the program listings. What do they tell you?

Find an ad for a program. What can you learn from it?

Find a review of a program. Try writing your own review.

3. TV Category Scrapbook

Cut pictures of TV stars out of newspapers and magazines and group them in the following ways in a scrapbook: newscasters; sports figures; variety hosts; family show stars—sons, daughters, parents; action detective stars; TV animal characters, cartoon characters (Bugs Bunny); super heroes (Superman); science fiction characters.

4. Keeping Track

Keep a record of violence on television. On a sheet of paper, write the name of a program, the time it begins, and the time it ends. Record every act of violence in a particular show. Record a total for each show, then rank shows each week from high to low in violence.

5. Writing Letters

Write a letter in favor of or in opposition to a program. (Children can learn at an early age that viewers have a voice in determining TV content.)

6. Kids' Own TV Show

Make a TV out of a large cardboard box and set it on a table. Then stand behind the table, and appear in the box. Wear a simple costume and act out a favorite story.

Write some questions and be host of a quiz show. Friends can be the contestants. The prize can be homemade cookies or cake or an inexpensive toy.

7. Kids' Own Commercials

Create a new product or a new name for a product. Draw the product; make a series of sketches and show how each would follow the other in a TV presentation.

Act out a commercial. First write a brief script for a 30- or 60-second commercial. An orange juice can or a cereal box can be redecorated with construction paper and drawings and a new brand name, or a favorite toy can be used. List the best features of the product.

8. Library Tie-Ins

Follow up on a television program by checking out of the library the book on which the program is based or by finding books on related themes.

What About Commercials?

Has your son ever opened a cereal box to find a plastic toy that was much smaller than he expected and that broke within ten minutes? Has your daughter ever received a toy for Christma... didn't work like the one she saw on ...

TV commercials can be misleading. It's a good idea to watch commercials with your child and talk about what is being said and shown. Here are some things to look for.

- Is the size of the product made clear? Sometimes a toy is shown in a close-up without a child next to it, so the toy appears larger than it really is.
- When special offers are made, such as a toy in a cereal box, is the toy made more important than the product? Be sure to tell your child that the toy will be quite small.
- Are children shown doing something most children would find hard to do—such as a fancy trick on a skateboard?
- If fantasy characters, scenery, or props are used to sell a product, are they clearly "just pretend"?
- Do program characters appear in commercials within their own programs? For example, many people feel it would not be fair for cartoon characters like Charlie Brown or Fred Flintstone to sell products during the same hour in which they are in a program.
- Does the commercial include such phrases as *batteries not included, sold separately,* or *assembly required*? Make sure your child understands these terms.

Books and Pamphlets That May Help

Self-Regulating Guidelines for Children's Advertising
Children's Advertising Review Unit
Better Business Bureau, Inc.
845 Third Ave.
New York, NY 10022

Parents, Children and TV by Dorothy G. Singer and Helen B. Kelly
National PTA
700 N. Rush St.
Chicago, IL 60611

What Parents Should Know About TV
Channing L. Bete Co., Inc.
200 State Road
South Deerfield, MA 01373

The Family Learning Guide—Television Viewing
Family Learning
19 Davis Drive
Belmont, CA 94002

Sex on Television by D.L. Green
Health Care of Southeastern Mass., Inc.
728 Brockton Ave.
Abington, MA 02351

A Guide for Parents
Educational Improvement Center—Sout
207 Delsea Drive
R.D. 4, Box 209
Sewell, NJ 08080

The Prime-Time Primer
Health Care of Southeastern Mass., Inc.
728 Brockton Ave.
Abington, MA 02351

Teaching Television: How to use TV to your child's advantage by Dorothy G. Singer and Jerome L. Singer
Yale University
Family Television Research and Consultation Center
405 Temple St.
New Haven, CT 06511